

Foundation Apprenticeships Progress Report

June 2021 (Tables 11 and 12 were re-configured, following initial publication, on July 9th 2021)

Incorporating SCQF Level 6, Cohorts 1-5 and the first 2 years of pilot delivery at SCQF Levels 4 and 5

Foreword

As Chair of Skills Development Scotland, I am very pleased to introduce this progress and learning report for Foundation Apprenticeships.

Foundation Apprenticeships enrich the school curriculum to ensure that young people have the right skills and experience to equip them for the world of work. They offer new ways of learning, focusing on continuous assessment, rather than traditional exams to suit the varied learning styles of young people.

Pupils get invaluable experience with employers to gain industry recognised qualifications that support them to progress into positive destinations, post-school.

During the past five years, Foundation Apprenticeships at SCQF Level 6 have been developed and expanded to support more young people to develop critical skills that are aligned to key growth sectors and occupations in the economy. They are now available across every local authority, giving young Scots more opportunities to access work-based learning at school and the skills and competence required by business.

Not only do Foundation Apprenticeships introduce young people to the benefits of developing their skills through work-based learning, they also support the wider economy by acting as a stepping-stone into jobs including Modern and Graduate Apprenticeships.

The qualification's credibility is also recognised by all Further and Higher Education institutions in Scotland, as part of their entry criteria.

Expansion into earlier levels of learning

Over the last year, further pilot work has extended the offer at SCQF Levels 4 and 5. This will support more learners across Scotland, at different ages and stages, to gain work-based qualifications and the critical skills needed for the world of work now and in the future.

Offering opportunities in three industry areas – automotive, construction and hospitality – the qualification widens access to work-based learning to young people to support attainment.

A key benefit of this work-based qualification at SCQF Levels 4 and 5 is that they offer an alternative to classroom-based learning as well as another option for those who may not have been fulfilling their full potential, giving more learners a chance to flourish and achieve a qualification.

Responding to education and skills needs

Foundation Apprenticeships were introduced in response to the increasingly fast moving, and ever-changing, world of work to provide a work-ready talent pipeline for employers and to ensure the future workforce is adaptive enough to progress and prosper.

The Scottish Apprenticeship Advisory Board (SAAB) plays a vital role in the development of apprenticeships in Scotland and ensures that Foundation Apprenticeships accurately reflect and respond to the needs of industry while clearly aligned to economic growth and job opportunities.

Since their inception, our close collaboration with the Scottish Government, SQA, learning providers, local authorities and employers has ensured that Foundation Apprenticeships respond to the skills needs of young people, industry and the wider economy.

It is these partnerships that have remained vital in the last year, as we rapidly accelerated planned adaptations and enhancements to Foundation Apprenticeships at SCQF Level 6 which helped address the challenges of delivery faced by COVID-19, ensuring learners could continue to progress with their qualification.

To reinforce Foundation Apprenticeships in the education system, innovations and adaptations to delivery and assessment were implemented and endorsed by employers, relevant sector skills bodies and the Scottish Apprenticeship Advisory Board. This innovative approach has widened access for learners through digital placements and is helping to prepare them for a future where a blend of online and on-premise work-based practice is predicted to become the ‘new normal’.

Growth and achievement

It is testament to the commitment from, and collaboration with, partners and industry that learners have continued to benefit from undertaking and achieving a Foundation Apprenticeship in the most challenging of years.

Despite the pandemic, there has been a continued growth in Foundation Apprenticeship uptake from pupils and more learners were supported to achieve their qualification and gain a valuable Foundation Apprenticeship experience.

Underpinning Foundation Apprenticeship qualifications at all levels is the development of ‘meta-skills’ including problem-solving, critical thinking, communication, teamwork, creativity and leadership.

Acquiring these skills gives young people building blocks for a future of lifelong learning in the workplace. Employers need these skills now more than ever to drive innovation, create adaptability, build resilience and foster entrepreneurialism to support Scotland’s economic recovery.

Addressing national priorities

Looking to economic recovery and beyond, it’s never been more important for young people to have the skills to adapt and evolve in their careers.

Foundation Apprenticeships play a key role in supporting the Scottish Government’s Young Person’s Guarantee, by supporting more pathways and opportunities for pupils and school leavers.

Furthermore, their relevance is reinforced through our work with partners in response to the **Youth Guarantee – No-one Left Behind Initial Report** to launch a comprehensive review of careers services in Scotland.

Foundation Apprenticeships are also providing young people with the qualifications and skills that respond to current, and emerging, skills shortages and labour market challenges. They complement government priority areas, including green jobs, digital skills and social care.

Not only do Foundation Apprenticeships provide an unrivalled early talent pipeline that employers need, they are an integral and critical component in supporting Scotland’s economic recovery.

As a nation we should be striving for work-based learning to be an entitlement for every learner to ensure the best possible outcomes for young people and the economy.



Frank Mitchell
Chair of Skills Development Scotland

Ministerial Statement

Foundation Apprenticeships have proved their value, in the face of the challenges presented by the pandemic, by continuing to provide young people with vital skills and qualifications that support the Scottish Government's ambition for economic recovery and growth.

A successful recovery must be led by education and skills. We must ensure that no one is left behind and that's why the Scottish Government is focusing heavily on employability and skills, to make sure that our workforce is trained and ready to take on the jobs of the future. Foundation Apprenticeships are a critical offer in the curriculum, as we focus on ensuring young people have the right skills and experience for the world of work.

There is no doubt that younger people have been disproportionately affected by the pandemic and this should not affect their life chances going forward.

To address this, the Scottish Government has been working with employers and young people to deliver the Young Person's Guarantee. Foundation Apprenticeships support the Guarantee by creating more opportunities for young people to move on to positive destinations through apprenticeships, further learning or other jobs post-school.

Through these opportunities young people are gaining vital, lifelong skills that will enable them to adapt throughout their working lives to support changing economic and employer demands. They are also playing a crucial role in supporting young people in gaining the occupational skills and qualifications that are in demand to meet longer-term economic priorities.

This also supports Scotland's efforts to tackle global climate change by providing young people with industry recognised qualifications that can lead to green jobs in sectors such as engineering. Pupils also have the opportunity to gain qualifications and industry experience in the drive to provide people with the digital skills needed for now and

the future. Furthermore, they help drive more talent into sectors where there are recognised skills shortages, such as health and social care.

Foundation Apprenticeships are now supporting more ages and stages of young people's learning through the development and growth of opportunities at SCQF Levels 4 and 5. This is transforming the lives of many young people who otherwise may have been disengaged from education. It is helping to strengthen the links between education and industry, and further embed work-based learning into the curriculum.

For employers, the programme provides a pipeline of talent with the skills they need to address both business and economic demands, whether this be addressing an ageing workforce or finding the skills that will help them meet Net Zero targets.

As the Scottish Government drives the need for Fair Work, Foundation Apprenticeships can also contribute to improving equality and diversity in the workplace, helping to dispel perceptions of sectors by exposing young people to the world of work at school.

It is vital that young people from a range of backgrounds and abilities experience work-based learning to give our economy a rich and diverse pool of work-ready talent to help the nation recover and thrive.



Jamie Hepburn
Minister for Higher Education and Further Education,
Youth Employment and Training

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Introduction

Delivery of Foundation Apprenticeships

Foundation Apprenticeships (FA) have offered a blend of academic and work-based learning for young people in Scotland's secondary schools since 2016. A Foundation Apprenticeship qualification provides a unique balance of academic and employer led work-based learning experiences, for pupils in S3-S6.

FA's are designed to provide young people with:

- industry-designed and co-delivered, recognised qualifications
- industry skills and work-based learning in a sector with projected future jobs growth
- a range of employability and meta-skills¹ needed by employers
- connections and experience with employers in key industries aligned to their potential future career pathway
- qualifications and experience of work that will enable them to progress to a wider array of positive post-school destinations

Working with national and regional partners, and the education and skills sector, SDS has collaborated with employers, colleges, schools and learning providers to deliver Foundation Apprenticeships to an increasing volume of young people.

FAs offer alternative pathways into occupations deemed critical for Scotland's economy. They are aligned to key sectors that are currently facing skills shortages or where more jobs will be available in future².

Strong international evidence shows that high performing economies offer school pupils educational experiences that balance academic with work-based learning (WBL). Creating this balance of opportunity is pivotal to the design of the future skills system if we want to enable more people to prosper and to narrow the gap between the supply of, and demand for, skills in Scotland.

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. They are an integral element of the school curriculum and form part of subject choices so that pupils study an FA alongside other school qualifications, including Nationals, Highers, and Advanced Highers.

Career management skills are central to Foundation Apprenticeships which provide a supportive learning environment preparing school pupils for the challenges, choices and responsibilities of work and adult life. FA learners have the chance to explore their interests in broad career areas as part of discovering their strengths, exploring their horizons and expanding their networks.

FAs are available across SCQF levels 4, 5 and 6, and enable pupils to embark upon work-based learning while still at school. At SCQF level 6, there are 12 FA subject areas (frameworks) as shown in figure 1. Each of the FA frameworks have been developed and mapped to key sectors in the Scottish economy where there are current and projected skills gaps and/or future jobs growth.

¹ Meta-skills refer to acquired skills that can be applied to a wide variety of circumstances – for example: problem solving, teamwork, organisational skills, confidence, communication, creativity.

² SDS takes an evidence-based approach to skills planning and delivers insight and intelligence on Scotland's future skills needs. Some of the evidence base products can be viewed on the SDS corporate website: www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning-alignment/regional-skills-assessments/

Figure 1
12 Frameworks supporting pathways to critical occupations



At SCQF Levels 4 and 5, frameworks focus on three industry areas, as shown in Figure 2³.

Figure 2
Frameworks supporting pathways to occupations



Pupils have scheduled periods during their school timetables to participate in their Foundation Apprenticeship. These lessons take place in a variety of settings including college/ learning provider premises and the workplace. Some secondary schools operate learning hubs, bringing work-based learning into school buildings.

In recent times, as necessitated by the COVID-19 pandemic, Foundation Apprentices have been learning from home, participating in virtual work-based projects designed and hosted by employers, learning providers, colleges, and schools. Pupils work individually and in teams, often in groups from different schools, and this has created more opportunity for them to learn from each other and generate a wider network of friends and employer advocates.

All Foundation Apprenticeships support relevant attainment and achievement for pupils. They offer more diverse qualifications and styles of learning and assessment to complement existing traditional school qualifications and broaden choice and opportunity for learners.

At SCQF level 6, FAs comprise relevant National Certificates, National Progression Awards, SVQs and customised awards. At SCQF levels 4 and 5, they comprise Skills for Work, National Progression Awards and a work-based challenge unit. Examples of the composition of FAs at each level can be found in **Annex 5**⁴.

³ More information about Foundation Apprenticeships can be found here: www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/

⁴ In the case where an individual might not complete their FA in its entirety, they will be certified, through SQA, for any of the components they have completed.

Pupils undertaking Foundation Apprenticeships are assessed on a portfolio basis, building up evidence and demonstration of performance criteria over time. There are regulatory aspects of assessment in selected FAs at SCQF Level 6, based on industry requirements. These relate to professional standards in areas such as Accountancy, Engineering, Social Services and Healthcare and Social Services Children and Young People.

FAs have been designed to enable recognition of prior learning for participants, so that individuals do not have to repeat learning they have already completed. This significantly aids progression for each learner's next steps, whether in school, college, university or employment and training.

Foundation Apprenticeships align to related Modern Apprenticeship frameworks. The structure of each FA framework enables learners to complete component parts of a related Modern Apprenticeship. This means that, should learners choose to progress to a Modern Apprenticeship, the time to complete the MA would be significantly reduced.

FAs contribute to the entry requirements for college NC, HNC and HND programmes and university degrees. All universities in Scotland now accept FAs AT level 6 as part of their entrance criteria, with each FA Level 6 framework recognised as at least equivalent to a Higher qualification⁵.

The added value of work-based learning experiences also gives learners a competitive advantage when applying for post-school opportunities as they can demonstrate a knowledge and understanding of workplace competencies, which are not a component part of other school qualifications.

The range of post-school options after completing an FA include progressing:

- directly into work – FAs provide valuable work experience in key sectors for those who want to go straight into work when they leave school
- directly into work and learning through a Modern Apprenticeship – FAs are designed to provide credit and accelerated progression into existing Modern Apprenticeships, with the learner completing several units of the related MA framework(s) as part of their FA
- directly into work and further learning through a Graduate Apprenticeship – FAs are a recognised element of the entry requirements for university to undertake a Graduate Apprenticeship
- directly into further learning through college or university – FAs are recognised by Higher and Further Education, offering clear pathways for entry to college NC, HNC/D courses and university degree courses.

The evolution of Foundation Apprenticeships

The fourth industrial revolution or 'Industry 4.0' has highlighted a future that is increasingly unpredictable. Scotland's young people need the skills not only to cope with change but to thrive in it. SDS has been leading a programme of work to understand what these changes mean for the workplace, and the skills that will be required for this.

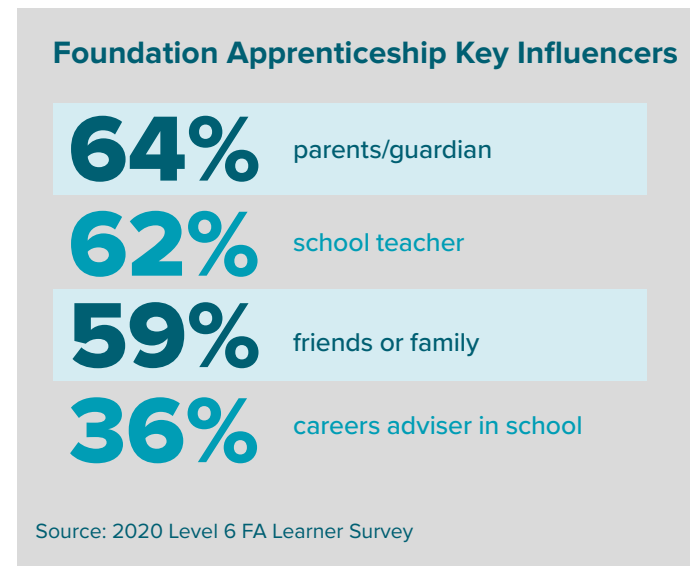
⁵ Table 15 provides more detail in terms of equivalency.

This future-focused work is driving innovation in Foundation Apprenticeships to ensure that Scotland's young people and employers are prepared for this complex future. The introduction of meta-skills as an integral part of apprenticeship design, for example, puts a new emphasis on the identification, application, and reflection of key skills, such as self-management, social intelligence, and innovation. These meta-skills act as the building blocks to support a future of versatile and adaptive workers.

During 2020, a work-based skills challenge unit was introduced to five of the 12 FA frameworks. This unit focuses on meta-skills and will be evaluated during 2021. All Pilot FAs at Level 4/5 include a work-based skills challenge unit, incorporating project based learning and meta-skills reflection.

The Level 4/5 Pilot FAs are being evaluated during 2021. SQA and SDS will work together to make recommendations based on feedback from learning providers, employers, and learners to further influence the evolution of the qualification.

Foundation Apprenticeships stimulate more choice and diversity within the curriculum by challenging traditionally held perceptions on the value and equivalence of different learning pathways amongst pupils and their key influencers.



FAs enrich the curriculum, giving pupils access to a wider range of qualifications, that support different learning styles and enable pupils to develop the skills and experience sought by employers.

Equality and inclusion are integral to the promotion of Foundation Apprenticeships. Communicating the benefits of apprenticeships has long been underpinned by our aim to encourage more uptake from individuals from under-represented groups.



Working with partners and colleagues across the businesses involved in the delivery of apprenticeships, we sought out opportunities to identify individuals who can help to change perceptions and encourage more individuals from under-represented groups to take up an apprenticeship.

This approach was incorporated into our campaign activity including the marketing and promotion of Foundation Apprenticeships at SCQF Level 6. The national campaign 'Make a Choice for Future You', included television and digital advertising and profiled student Ahmed Abdou and engineering Foundation Apprentice, Mia Pasquale, who represented females in Science, Technology, Engineering and Maths (STEM).

The Scottish Apprenticeship Awards encouraged apprentice nominations that can demonstrate equality and diversity. Scottish Apprenticeship Week was filled with a programme of virtual events, case studies and online activity which showcased a diverse range of Foundation Apprentices from across Scotland.

Foundation Apprenticeships support the Scottish Government's Young Person's Guarantee, which gives all 16-24 year olds the opportunity of a job, placement, training, or volunteering role.

SDS is committed to working closely with learners, learning providers and employers to develop flexible solutions to any barriers to the delivery of Foundation Apprenticeships.

Delivering Foundation Apprenticeships in a Global Pandemic

From the onset of the pandemic in early 2020, it was clear that restrictions were going to impact a significant proportion of FA learners in continuing with their qualification and work-based learning, on site, with a local employer.

The immediate challenges of adapting to remote and virtual learning practices were successfully addressed through the development of new approaches to online learning and virtual work placements. Digital literacies for learners and teaching methods were enhanced. Many employers were able to support more Foundation Apprentices and resource one-to-many engagements using remote learning and digital technologies.

SDS delivered a series of National Communities of Practice and sector focused events online, with learning providers and employers, which focused on solutions to enable continued engagement of learners.

The disruption to face-to-face learning began in March 2020 and prevented learners from fully participating in work-based and academic learning. To accommodate those learners due to complete their FA (at SCQF level 6) in summer 2020, SDS undertook rapid planning activity with partners, specifically with SQA and Sector Skills bodies. This led to the introduction of a Letter of Recognition, to preserve the learning which had taken place before lockdown and to acknowledge the achievements of FA participants who were on track to achieve the full qualification but were unable to, due to the restrictions.

This arrangement enabled learners to continue to use their FA qualification as a recognised subject for entry to college, university, and employment, including MA and GA.

Further adaptations during 2020/21 supported more learners to achieve, and maintained the qualification to enable future cohorts of pupils to access and take up these opportunities. Adaptations involved expanding the versatility of the Foundation Apprenticeship qualifications to include a range of customised units and, where appropriate, temporary FA frameworks, which enabled more flexible delivery and assessment methods.

Awarding bodies and sector skills bodies worked closely with SDS to make suitable adaptations to the FA qualifications, so that the quality standards and relevant course content were not compromised.

Partnerships

The significant impact of the global pandemic has underlined the critical importance of national and local partners, agencies and organisations working together in the face of unprecedented challenges. The immense pressure placed on all aspects of the education and skills system, alongside economic uncertainty, has not diminished the engagement and enthusiasm of partners and stakeholders and the commitment to realising the wide benefits of work-based learning through Foundation Apprenticeships.

Over the last five years, strong regional partnerships have been developed across Scotland to ensure that learners in all Scottish schools can access and benefit from Foundation Apprenticeships. Successful regional delivery requires strong engagement and buy-in from schools and local authorities to embed FAs as an option for pupils within the senior phase curriculum. Working with regional Colleges, independent Learning Providers and employers, strong regional consortia have been established and are critical in helping to ensure that the delivery model and experience of learners and employers continues to improve.

SDS has worked with all partners each year to identify aspects of strong regional delivery and, through the Foundation Apprenticeship Community of Practice, has shared and embedded optimum delivery practice across the country.

Foundation Apprenticeships have a crucial role in reorienting the education and skills system to meet the changing needs of industry

more effectively, by ensuring that young people have the best possible chance of succeeding in the world of work.

This year, strategic partnerships very quickly adjusted planning and delivery arrangements across schools, colleges, learning providers and industry representatives, embracing virtual learning platforms, and facilitating remote engagement between all.

New ways of working have been effectively demonstrated in the partnership delivery of FAs, which have provided a real-world example of employers and educators shaping the school curriculum offer to be more relevant to the modern workplace.

The ongoing leadership and involvement of employers has been key to the evolution and growth of Foundation Apprenticeships. This will remain critical in shaping future developments to ensure continued industry relevance and alignment to critical occupations.

The role of SAAB will be further strengthened, working with businesses on future apprenticeship developments across a wide range of sectors, to support the resilience and growth of the Scottish economy.

School pupils have seen changes to learning, which could not have been anticipated and it is essential that the health and well-being of Scotland's young people is supported.

We will continue to engage with learners to ensure that their opinions are heard, and that their voices contribute to the continuous improvement of Foundation Apprenticeships. By conducting formative evaluations with employers and learners we gather insight to ensure that FAs continue to evolve and grow, making work-based learning accessible, valued, and recognised.

Context for readers

Due to the expansion of Foundation Apprenticeships to include pilot work-based learning opportunities at SCQF Levels 4 and 5, in addition to Level 6, our report this year incorporates the performance data for all three levels.

It is important to note that FAs at SCQF Levels 4, 5 (pilot) and 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 other 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.

FA uptake figures are ordinarily reported as at 30th September each year⁶. They may be subject to revision if we receive late registrations. Any revisions to figures will be detailed in subsequent publications.

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 (*) will be used in place of the actual figure.

Please note that, as this publication is based on a snapshot of data at a particular point in time, data is subject to minor change. Any changes, since our last publication will be highlighted in relevant sections of this report.

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

⁶ In this report, all data is based on a snapshot taken on 24th May 2021 due to the impact that COVID-19 has had on school/learning provider closures and delayed data input, by learning providers, into FIPS.

Key results

8.9% growth in uptake for 2020 - a year of pandemic and severe disruption

FAs are now available across **SCQF Levels 4, 5 (Pilot) and 6** – widening access and offering greater choice and opportunity for young people

11,257 pupils taking up FA opportunities in the first 5 years of delivery

770 unique employers supporting FAs at SCQF Level 6 in the first 5 years of delivery

All **32** Local Authorities engaged in FA delivery

Over **90%** of state maintained secondary schools with pupils undertaking an FA in 2020

24.5% of pupils studying a STEM FA at SCQF Level 6 in 2020 are female (+16.4pp since 2016)

97.1% of SCQF Level 6 FA completers from Cohort 4 (2019) are in education, training or employment

91% of completers would recommend the FA to others. They would recommend it because:

There is opportunity to complete a work placement

It helps develop your skills

You gain a qualification

Learner Feedback 2020 (FAs at SCQF level 6)

Improvement in skills



95%

communication



91%

confidence



87%

problem solving



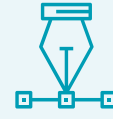
93%

teamwork



90%

organisational skills



80%

creativity

Satisfaction with FA

8.1

Satisfaction of learners who completed their FA

8.5

Learners enjoyed learning new skills specific to industry

8.4

Learners who found out what working in the industry would be like

Key Motivators for applying for an FA



65%

gain a qualification



62%

gain work experience

Benefits of undertaking an FA

84%

Gained an industry recognised qualification that is the same level as a Higher

74%

Developed skills that will help them in the workplace

72%

Strengthened their college/university application

70%

Boosted their confidence/self-esteem

66%

Gained better understanding of sector/industry

Learners enjoyed:

- Undertaking a work placement
- Meeting new people
- Experiencing a different learning style to school



L4/5 Pilot Evaluation 2019/20 Learners

Most learners rated the quality (82%) and usefulness (82%) of the award as very good or excellent.

Overall satisfaction level was

80%

Employer feedback 2020

97%

would consider using FAs in the future

78%

reported that FAs improve sector image with young people

74%

reported that FAs bring new knowledge and skills to the business

Learner experience – Boxportable

IT Hardware & System Support

Matthew Robertson has gone from being terrified of speaking on the phone to manning an IT Helpdesk, thanks to his Foundation Apprenticeship.

The 18-year-old is passionate about building a career in IT and he knew the Hardware and System Support Foundation Apprenticeship was the perfect platform for him to hone his technical skills, while gaining a qualification.

During his work placement at Aberdeen based Boxportable, Matthew's greatest achievement was single-handedly designing and implementing an audio/visual marketing system for the prestigious Cruden Bay Golf Club. This is seen by thousands of international visitors via TV displays around the premises.

The former Fraserburgh Academy pupil has gained more than digital skills through the Foundation Apprenticeship with North East Scotland College.

Matthew explained: "At first, I found speaking to people on the phone very challenging – I was a nervous wreck. But my Foundation Apprenticeship really helped me develop my confidence and communication skills, and I quickly learned how to talk to clients on the helpdesk."

It was testament to Matthew's rapid development that Boxportable offered him a permanent position upon completion of his Foundation Apprenticeship.

Matthew explained: "I've always been into computers, but I didn't have any hardware skills at the time. My Foundation Apprenticeship allowed me to build on what I learned during Computing Studies at school.

"I was delighted that Boxportable offered me a full-time role, especially in the midst of all the uncertainty caused by the pandemic."



Learners

Uptake of Foundation Apprenticeship opportunities

This year, for the first time, Pilot Foundation Apprenticeships at SCQF Levels 4 and 5 are included in our report. We present data for each year of delivery but differentiate between FAs at Level 6 and those at Pilot Level 4/5.

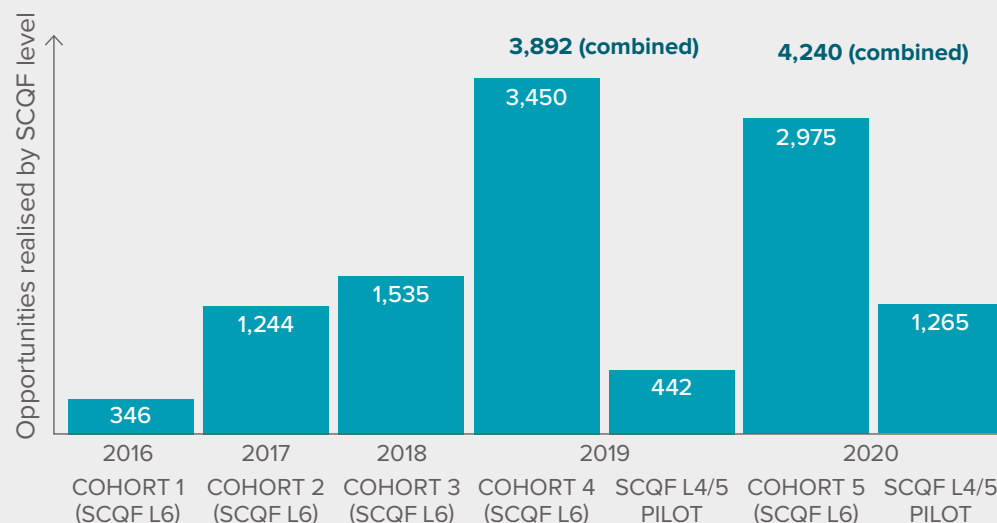
Please note that since publication of our previous report, there has been a small change to the number of opportunities realised in 2018 and 2019 (cohorts 3 and 4 at SCQF L6). This is due to pupils either switching course, being registered after the last report date cut-off or subsequent recognition of an admin error in our reporting system.

As illustrated in Figure 3, there has been a steady increase in the number of FA opportunities at SCQF Level 6 taken up by pupils across the first 4 years of delivery. In 2019, FAs at SCQF Levels 4 and 5 were introduced as a pilot in 65 schools to test demand and the viability of expanding the FA offer in this way. The initial pilot year proved successful, with 442 pupils selecting the FA at SCQF Level 4/5 as part of their subject choices.

School pupils begin their FA study at the start of the school academic year and uptake for 2020 was forecast to continue the upward trajectory seen in previous years. However, the COVID-19 pandemic shut down the economy during the summer months and additional restrictions, including closed schools and learning providers, impacted FA uptake at SCQF level 6.

The number of pupils undertaking Pilot FAs at SCQF level 4/5, however, saw an almost threefold increase in 2020 as they were rolled out across more Local Authorities and schools. Pilot FAs at level 4/5 widen access to work-based learning for pupils earlier in the curriculum and offer greater attainment prospects for pupils who may not achieve at SCQF level 6.

Figure 3
Number of FA opportunities taken up



Looking across all SCQF levels, the uptake of Foundation Apprenticeships increased between 2019 and 2020 by around 9%. Extensive work carried out during 2020 ensured that effective and sustainable adaptations were designed into the delivery and assessment of FAs, to allow for limitations such as social distancing restrictions or lack of physical access to schools, learning providers and employers.

Uptake of opportunities - gender

Table 1
Gender balance across all FA cohorts

		Male	% of total	Female	% of total
2016	Cohort 1 (SCQF L6)	174	50.3%	172	49.7%
2017	Cohort 2 (SCQF L6)	576	46.3%	668	53.7%
2018	Cohort 3 (SCQF L6)	666	43.4%	869	56.6%
2019	Cohort 4 (SCQF L6)	1,484	43.0%	1,966	57.0%
	SCQF L4/5 Pilot	391	88.5%	51	11.5%
2020	Cohort 5 (SCQF L6)	1,250	42.0%	1,725	58.0%
	SCQF L4/5 Pilot	1,043	82.5%	221	17.5%

As shown in Table 1 and Figure 6, FA uptake at SCQF L6 continues to be well balanced across male and female pupils. Since FAs were introduced in 2016, there has been a steady growth in the proportion of females participating, now at 58% of total uptake.

Part of this change relates to the frameworks that were available in 2016, relative to 2020. The increase in the number and variety of frameworks has widened the appeal of the FA, while also considering the future employment requirements in critical skills areas and occupations in Scotland.

FA uptake at Pilot SCQF L4/5 is dominated by male pupils. This is likely due to the scope of the available subject areas, where two represent sectors that have long engrained gender segregation issues. There has been an increase (+6.0pp) in the number of female participants in 2020, with a proportionate drop in uptake by males, as detailed in Table 1.

There are now 12 available frameworks at SCQF L6 compared with 8 in 2016. There are 3 subject areas, now available at SCQF L4 and L5, modified since the initial pilot year in 2019.

Figure 6
Change in gender balance over time

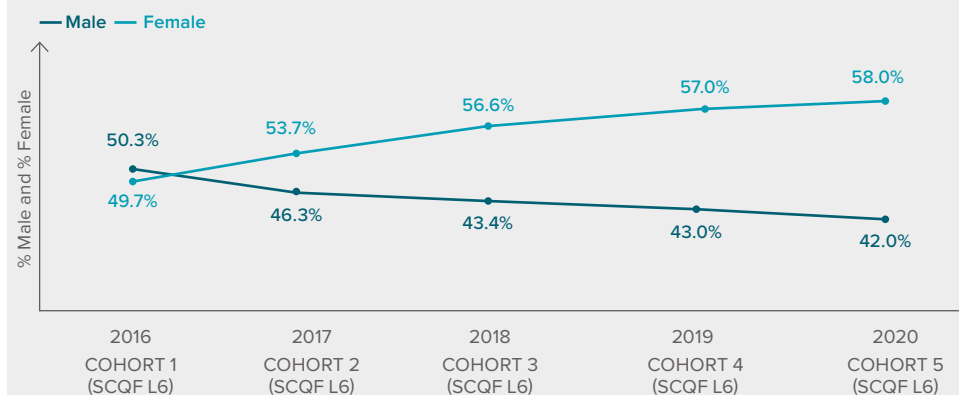


Table 2 shows FA uptake for each available framework/subject area. Although the total uptake at SCQF L6 fell in 2020, there has been an increase in pupils registered on Business Skills, Civil Engineering and Social Services and Healthcare frameworks. The two social services frameworks continue to have the highest proportion of uptake.

Table 2
FA uptake by framework/subject area

Foundation Apprenticeships Opportunities realised by framework, SCQF level and year of start							
Framework	2016	2017	2018	2019		2020	
	Cohort 1 (SCQF L6)	Cohort 2 (SCQF L6)	Cohort 3 (SCQF L6)	Cohort 4 (SCQF L6)	SCQF L4/5 Pilot	Cohort 5 (SCQF L6)	SCQF L4/5 Pilot
Level 6							
Accountancy @ SCQF L6	-	-	28	131	-	119	-
Business Skills @ SCQF L6	5	67	84	316	-	338	-
Civil Engineering @ SCQF L6	47	87	95	185	-	215	-
Creative and Digital Media @ SCQF L6	-	43	135	355	-	305	-
Engineering @ SCQF L6	71	232	304	470	-	327	-
Financial Services @ SCQF L6	38	54	13	41	-	26	-
Food and Drink Technologies @ SCQF L6	-	-	10	61	-	43	-
IT: Hardware/System Support @ SCQF L6	13	40	35	69	-	40	-
IT: Software Development @ SCQF L6	30	130	104	190	-	146	-
Scientific Technologies @ SCQF L6	-	20	39	108	-	97	-
Social Services and Healthcare @ SCQF L6	85	105	186	493	-	509	-
Social Services Children and Young People @ SCQF L6	57	466	502	1,031	-	810	-
Level 4/5							
Automotive @ SCQF L4	-	-	-	-	88	-	273
Automotive @ SCQF L5	-	-	-	-	31	-	-
Construction @ SCQF L4	-	-	-	-	143	-	296
Construction @ SCQF L5	-	-	-	-	132	-	377
Hospitality @ SCQF L4	-	-	-	-	32	-	200
Hospitality @ SCQF L5	-	-	-	-	16	-	119
Total	346	1,244	1,535	3,450	442	2,975	1,265
Grand total	346	1,244	1,535	3,892		4,240	

Figures 7A and 7B shows the gender split across frameworks/subject areas for all years combined. **Annex 1** provides a breakdown for each separate year. The pattern of gender distribution across the different frameworks at SCQF level 6 remains largely unchanged for each cohort, with females dominating social services frameworks and males most prevalent in

engineering and IT frameworks. In 2020, the proportion of females participating in the Food and Drink Technologies framework increased by 10.6 percentage points, relative to 2019. There have also been slight increases in the proportion of males in social services.

Figure 7A
% uptake by framework/subject area and gender

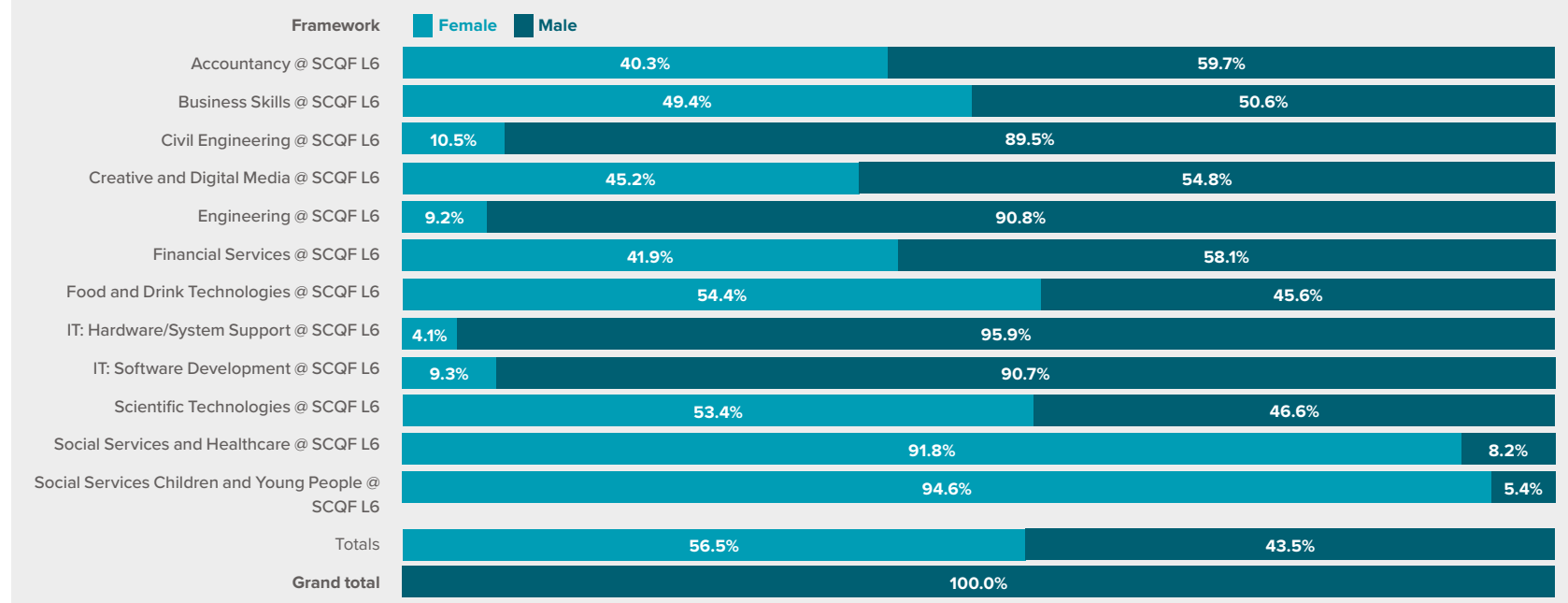
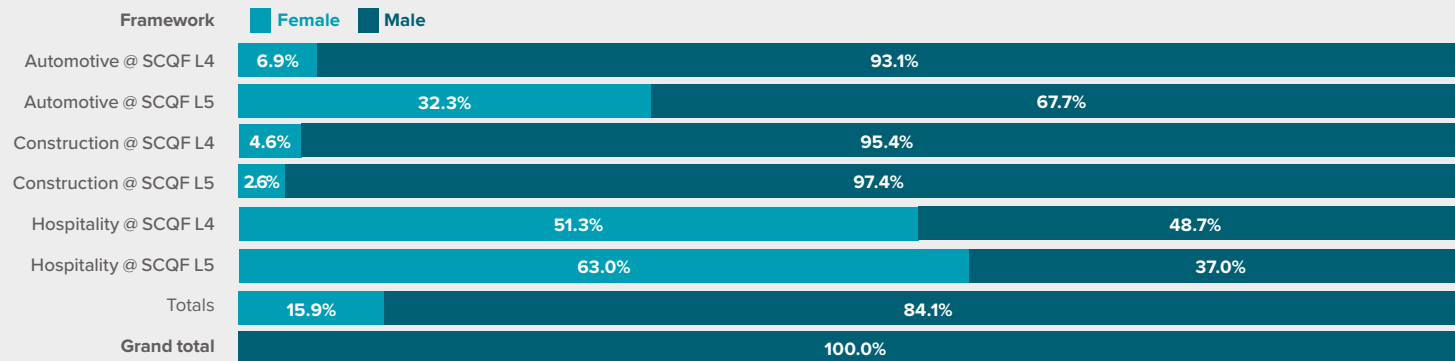


Figure 7B
 % uptake by framework/subject area and gender



By offering Foundation Apprenticeships across a range of critical occupational areas, pupils are provided with the opportunity to participate in learning that may not have been a consideration, otherwise. Our ambition remains to alter stereotypes and improve the balance in males and females entering key sectors in the future.

STEM opportunities

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

In 2020, males represented 75.5% of participants in STEM frameworks at SCQF L6, females 24.5% (+2.3 pp relative to 2019, +16.4 pp since 2016). In SCQF L4/5, males represent 95.5% of participants in STEM frameworks and females 4.4%. Figures are provided in Table 3A and 3B and Figure 8⁷.

“Foundation Apprenticeships are a highly effective way of attracting a new and diverse pipeline of talent into our business.

“Our industry is becoming ever more reliant on newer and fast-paced technologies to deliver the services our customers rely on, and yet with the problem of an ageing workforce we need to ensure we are passing on key skills while simultaneously developing a workforce ready for the challenges of the future.”

Amey

⁷ Proportions are calculated based on data where gender is specified (known). There are instances where pupils will record gender as 'prefer not to say'.

Table 3A

FA Level 6 uptake by STEM framework subject area

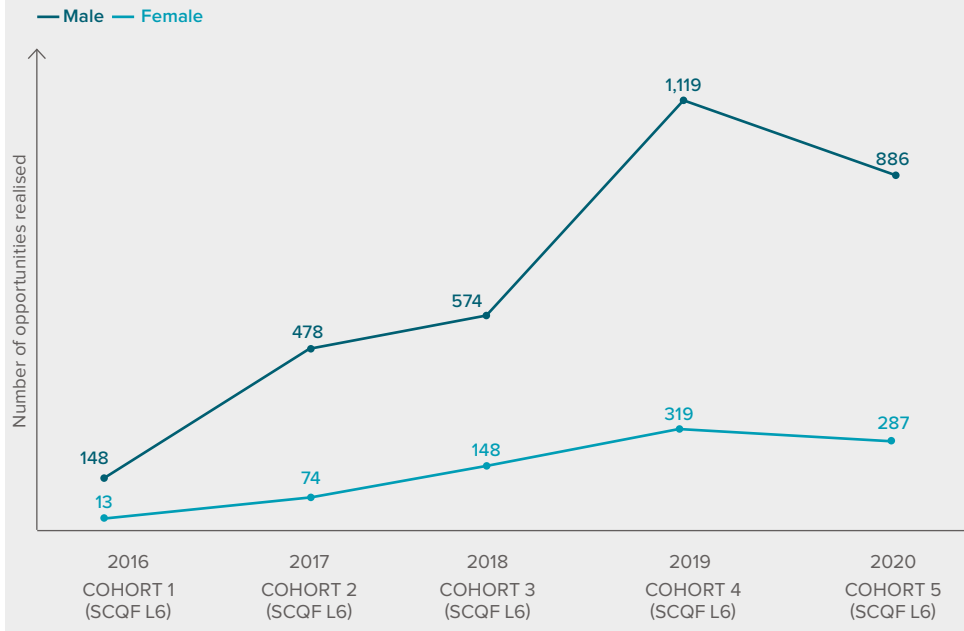
Foundation Apprenticeships Opportunities realised by framework, SCQF level and year of start					
Framework/subject area	2016	2017	2018	2019	2020
	Cohort 1 (SCQF L6)	Cohort 2 (SCQF L6)	Cohort 3 (SCQF L6)	Cohort 4 (SCQF L6)	Cohort 5 (SCQF L6)
Civil Engineering @ SCQF L6	47	87	95	185	215
Female	6	10	15	19	16
Male	41	77	80	166	199
Creative and Digital Media @ SCQF L6	-	43	135	355	305
Female	-	24	48	162	145
Male	-	19	87	193	160
Engineering @ SCQF L6	71	232	304	470	327
Female	5	15	40	32	37
Male	66	217	264	438	290
Food and Drink Technologies @ SCQF L6	-	-	10	61	43
Female	-	-	8	29	25
Male	-	-	2	32	18
IT: Hardware/System Support @ SCQF L6	13	40	35	69	40
Female	*	*	*	*	-
Male	*	*	*	*	40
IT: Software Development @ SCQF L6	30	130	104	190	146
Female	*	13	13	16	13
Male	*	117	91	174	133
Scientific Technologies @ SCQF L6	-	20	39	108	97
Female	-	11	21	58	51
Male	-	9	18	50	46
Total	161	552	722	1,438	1,173

Table 3B

FA SCQF L4/5 Pilot uptake by STEM framework subject area

Foundation Apprenticeships Opportunities realised by framework, SCQF level and year of start		
Framework/subject area	2019	2020
	SCQF L4/5 Pilot	SCQF L4/5 Pilot
Automotive @ SCQF L4	88	272
Female	7	18
Male	81	254
Automotive @ SCQF L5	31	-
Female	10	-
Male	21	-
Construction @ SCQF L4	143	296
Female	6	14
Male	137	282
Construction @ SCQF L5	132	377
Female	4	9
Male	128	368
Total	394	945

Figure 8
Gender split across STEM frameworks/subject areas over time



FA delivery models

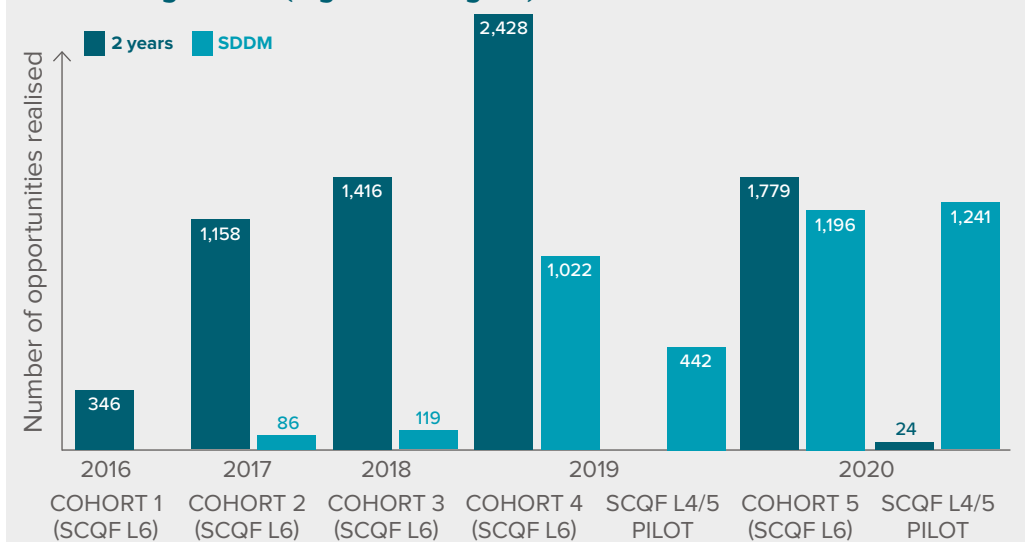
When Foundation Apprenticeships at SCQF Level 6 were first introduced, they were all two-year courses. The development and roll out of the shorter duration delivery model (SDDM), has enabled pupils to complete their FA at SCQF L6 within one rather than two years, improving the flexibility of delivery and making FAs accessible to a wider group of school pupils. It also offers a shorter-term commitment for pupils who are studying for a broad range of qualifications in addition to the FA.

Figure 9 shows the number of pupils undertaking their level 6 FA and whether they've opted to complete their study over one or two years. Although 2020 saw an overall fall in uptake at SCQF L6, the proportion of pupils choosing the SDDM has risen to 40.2%, up from 29.6% in 2019⁸. This demonstrates the widened accessibility for S6 pupils (+3.8pp on 2019) and the value of the FA in supporting the transition to work and further learning.

A breakdown of uptake by framework and delivery model is included in **Annex 2**.

Most Pilot FAs at SCQF levels 4 and 5 are delivered over one year⁹.

Figure 9
FA delivery model (2 years or 1 year)



⁸ In previous years, there have been instances where pupils that had initially registered to complete their FA at SCQF level 6 over 2 years subsequently switched to the SDDM (and vice versa). Therefore, completion and achievement data should be treated as indicative for each cohort until the end of the second year.

⁹ There are a small number of exceptions to this where FAs at SCQF L4/5 are delivered over a longer period in ASN schools

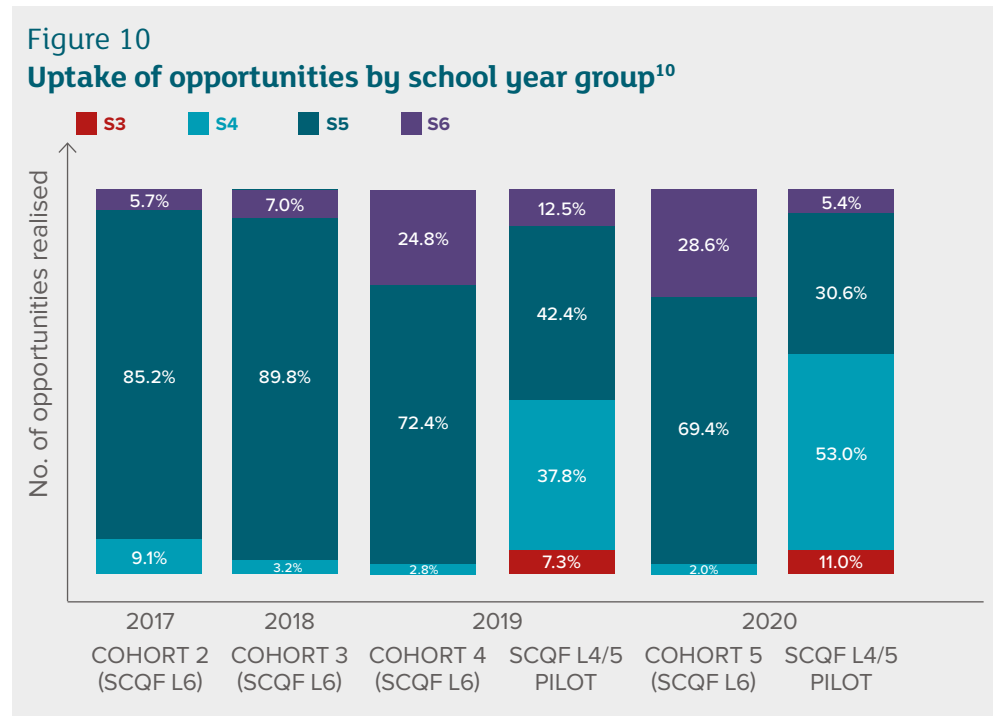
Figure 10 shows FA uptake by each school year group. Although SCQF L6 FAs are available from S4, most pupils start when they are in S5. This is in line with the level of study they would typically be working at in the rest of their school curriculum. SCQF L4/5 pilot FAs are available from S3, however most participants are in S4.

The proportion of pupils choosing to undertake their FA in S6 increased markedly in 2019 and continued to increase in 2020. This has been supported by the introduction of the SDDM, which enables S6 pupils to undertake the qualification.

On registering for their FA, pupils are asked to provide details of their academic achievement to date. Figure 11 shows the level of attainment that pupils had already achieved on commencing an FA. Most pupils undertaking an FA at SCQF L6 had already achieved qualifications at National 5 (SCQF L5), most likely undertaken in S4, which is expected given that most L6 FAs start in S5.

In 2019 and 2020, the number of pupils who had already achieved qualifications at Higher level (SCQF 6) increased, corresponding with the increase in S6 pupils undertaking an FA.

The introduction of pilot FAs at SCQF L4/5 has improved accessibility for pupils at an earlier stage in their school career. There has been a growth in pupils undertaking an pilot FA at SCQF L4/5 since the initial trial in 2019, as this option has been rolled out. The number of Local Authorities offering pilot FAs at levels 4 and 5 has risen from 14 to 17 and the number of schools offering pilot FAs at levels 4 and 5 has increased from 65 to 120.

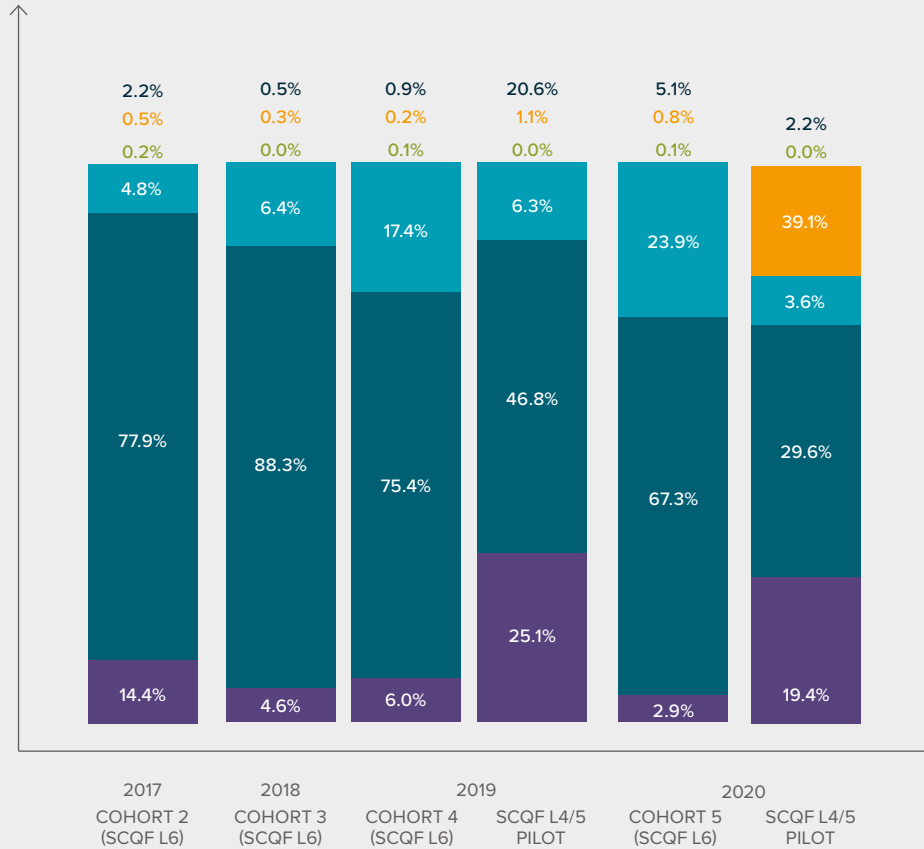


¹⁰ This data was not available in 2016. Also note that data was incomplete for a small number of pupils across other years, so should be treated as indicative.

Figure 11

Highest level of attainment on commencing FA^{10A}

■ National 4
 ■ National 5
 ■ Higher
 ■ Advanced Higher
 ■ Unknown
 ■ Other



“From an employer perspective, offering Foundation Apprenticeships is so worthwhile. They allow you to get people interested in scientific careers from a young age and we’re able to educate them on lab skills.”

Charles River Laboratories

10A This data was not available in 2016. Also note that data was incomplete for a small number of pupils across other years, so should be treated as indicative.

Uptake of opportunities – other equalities characteristics

As part of the registration process, equalities data for all pupils undertaking a Foundation Apprenticeship is collected. Tables 4-6 and Figures 12-14 provide a breakdown, by year, of the characteristics of registered pupils.

During the commissioning process for Foundation Apprenticeships, learning providers are asked to include an outline of the steps they will take to attract and support individuals from under-represented groups to participate.

Ethnicity

The proportion of FA L6 pupils self-identifying as minority ethnic has increased year-on-year, with only a minor drop in 2020 (-0.1 pp). At 6.4% this exceeds the Scottish population share, showing that minority ethnic pupils are well represented. Pupils who self-identify as minority ethnic are most prominent in Business Skills, IT Software Development and Financial Services frameworks.

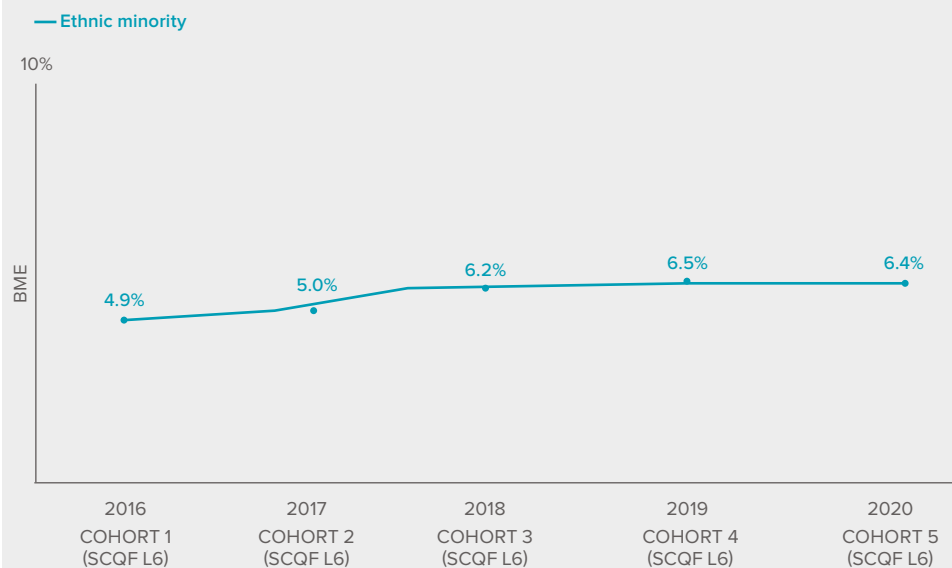
The number of pupils self-identifying as minority ethnic at SCQF L4/5 is lower at 2.4%, however this has increased slightly since the initial pilot in 2019. Although there are now more schools offering pilot FAs at SCQF L4/5, they are not yet available in every Local Authority, which may make them less accessible to minority ethnic pupils. The range of subject areas at L4/5 may also be less appealing, given the SCQF L6 frameworks, highlighted above, that may appear more popular with this group.

For SCQF L4/5 pilot the percentage of FAs identifying as minority ethnic has increased from 2.1% in 2019 to 2.4% in 2020.

Table 4
FA uptake by ethnicity

	2016	2017	2018	2019		2020	
	Cohort 1 (SCQF L6)	Cohort 2 (SCQF L6)	Cohort 3 (SCQF L6)	Cohort 4 (SCQF L6)	SCQF L4/5 Pilot	Cohort 5 (SCQF L6)	SCQF L4/5 Pilot
Ethnic minority	16	60	94	223	9	179	31
White	309	1,172	1,431	3,191	423	2,638	1,227
Prefer not to say	*	*	*	*	*	158	*
Unknown	*	*	*	*	*	-	*
Total	346	1,244	1,535	3,450	442	2,975	1,265

Figure 12
% of FAs identifying as minority ethnic¹¹



¹¹ Percentages are calculated as a proportion of the total, excluding any unknown and those recorded as prefer not to say

Disability

FA uptake by pupils self-identifying a disability increased significantly (+9.3 pp) between 2018 and 2019 (at SCQF L6). There is no obvious explanation for this increase, however improvements in reporting are likely to have had a positive impact.

Although less significant, this rate increased again (+1.2 pp) in 2020.

Pupils self-identifying a disability at SCQF L4/5 rose 8.2pp from the initial pilot in 2019 (17.1%) to the 2020 (25.3%) intake. It is likely that this increase is at least partly due to levels 4 and 5 being available to a broader range of pupils. The SDS definition of disabled also includes those with Additional Support Needs and Learning Difficulties which could explain the large proportion of FAs self-declaring a disability. Of those pupils studying at SCQF L4/5 in 2020 who self-identified a disability, the categories with the biggest proportions were: learning disability (60.0%), social communication impairment (18.6%) and mental health (10.4%).

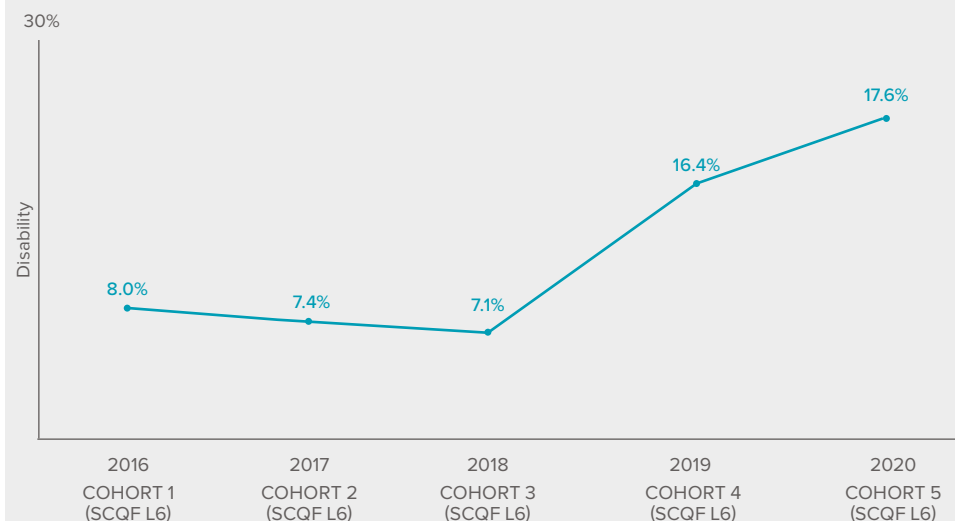
Around 10% of children in Scotland are classified as disabled¹². Although the SDS definition of disabled does not correspond exactly with this definition, it does provide an approximate figure for comparison. In 2020, the frameworks with the highest numbers of pupils self-identifying a disability at SCQF L6 were Food and Drink Technologies, IT Software Development and Creative and Digital Media.

The subjects areas with the highest number of pupils self-identifying a disability at SCQF L4/5 were Hospitality L4 and Construction L4 and L5.

Table 5
FA uptake by disability

	2016	2017	2018	2019		2020	
	Cohort 1 (SCQF L6)	Cohort 2 (SCQF L6)	Cohort 3 (SCQF L6)	Cohort 4 (SCQF L6)	SCQF L4/5 Pilot	Cohort 5 (SCQF L6)	SCQF L4/5 Pilot
No	289	1,122	1,315	2,779	353	2,273	887
Yes	25	90	101	544	73	487	300
Prefer not to say	12	32	119	127	16	215	78
Unknown	20	-	-	-	-	-	-
Total	346	1,244	1,535	3,450	442	2,975	1,265

Figure 13
% of FAs self-declaring a disability



¹² www.gov.scot/publications/scotlands-wellbeing-measuring-national-outcomes-disabled-people/pages/17/

Care experience

We also record any instance of care experience that registered pupils might have. As this is self-declared by pupils, it is potentially under-reported.

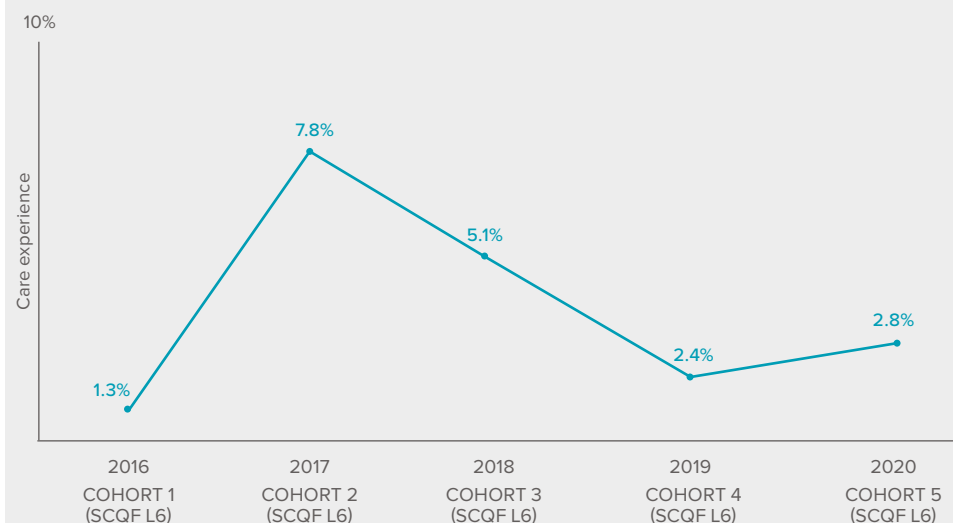
In 2018, 5.1% of pupils registered for an FA at SCQF L6 self-declared that they had care experience. This dropped to 2.4% in 2019 before rising slightly to 2.8% in 2020. The frameworks with the highest proportion of pupils with care experience were Social Services Children and Young People, and Food and Drink Technologies.

Table 6
FA uptake by care experience

	2016	2017	2018	2019		2020	
	Cohort 1 (SCQF L6)	Cohort 2 (SCQF L6)	Cohort 3 (SCQF L6)	Cohort 4 (SCQF L6)	SCQF L4/5 Pilot	Cohort 5 (SCQF L6)	SCQF L4/5 Pilot
No	311	1,117	1,408	3,264	416	2,697	1,162
Yes	*	94	76	80	8	78	50
Prefer not to say	11	33	51	106	18	200	53
Unknown	*	-	-	-	-	-	-
Total	346	1,244	1,535	3,450	442	2,975	1,265

Pupils self-declaring care experience at SCQF L4/5 in 2020 increased by 2.2pp relative to the previous year (1.9% in 2019 compared to 4.1% in 2020). The subjects areas with the highest proportions of care experienced pupils were Construction L4 and Hospitality L4.

Figure 14
% of FAs self-declaring care experience



Scottish Index of Multiple Deprivation

This year, for the first time, to improve the breadth of reporting on FAs, Scottish Index of Multiple Deprivation¹³ (SIMD, 2020) data is included here. 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 data. We are presenting 2020 uptake only, as we cannot make direct comparisons with FA data from previous years, as we would not be comparing like for like.

The index uses a combination of financial and socio-economic measures to understand the relative deprivation of areas across Scotland.

13 www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/

It is important to note that 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, on balance, there may be deprived individuals living in the least deprived areas. Additionally, in this context, 'deprived' refers to those with limited access to resources and opportunities.¹⁴ Analysis of FA uptake by SIMD involved matching apprentice home address postcodes to SIMD data. The index is presented on a scale from 1 to 10, where 1 is within the 10% most deprived areas and 10 is within the 10% least deprived areas.

Table 7 provides a breakdown of uptake by SIMD area for all pupils undertaking an FA in 2020, ranked from most (1) to least (10) deprived. There is a reasonably even spread of uptake among pupils across all SIMD areas, highlighting the accessibility of FAs and their wide appeal. Pupils studying at level 4/5 are more likely to be from the more deprived areas. Pupils studying at level 6 are more likely to be from less deprived areas.

Table 7
FA uptake by SIMD area¹⁵

SIMD Area	2020			
	Cohort 5 L6		L4/5 Pilot	
	No. of FAs	% of total	No. of FAs	% of total
1	259	8.7%	159	12.6%
2	262	8.8%	201	15.9%
3	292	9.8%	184	14.6%
4	285	9.6%	126	10.0%
5	317	10.7%	117	9.3%
6	316	10.6%	109	8.6%
7	305	10.3%	91	7.2%
8	365	12.3%	141	11.2%
9	325	10.9%	89	7.1%
10	243	8.2%	44	3.5%
Unknown	6	-	4	-
Total	2,975		1,265	

¹⁴ www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/pages/02/

¹⁵ 10 apprentice post codes have been omitted from this table due to data validation rules

Uptake of opportunities - by geography

Foundation Apprenticeships are being delivered in all college regions and the increased delivery flexibility has helped make them more accessible for schools and their pupils.

All Local Authorities were participating in the FA programme in 2020. In 2020, the number of schools offering the FA at SCQF L6, as part of senior phase subject choices was sustained, with no change from the previous year.

“The Foundation Apprenticeship allows us to meet with young people who are interested in a career in the Food and Drink Industry, who could very well be a future employee.

As Dumfries and Galloway has numerous Food and Drink companies throughout the region, we feel this is an excellent platform to allow companies to bring new talent into their business.”

Brown Brothers



**Table 8
FA uptake by college region**

College Area (Contract)	2016	2017	2018	2019		2020	
	Cohort 1 (SCQF L6)	Cohort 2 (SCQF L6)	Cohort 3 (SCQF L6)	Cohort 4 (SCQF L6)	SCQF L4/5 Pilot	Cohort 5 (SCQF L6)	SCQF L4/5 Pilot
Aberdeen and Aberdeenshire	21	75	61	414	-	488	159
Ayrshire	10	35	51	157	-	110	-
Borders	-	8	-	17	-	32	-
Dumfries and Galloway	-	13	18	62	-	108	-
Edinburgh and Lothians	19	54	78	258	-	211	79
Fife	27	238	166	204	-	238	112
Forth Valley	35	21	174	349	47	213	166
Glasgow	73	215	303	485	96	421	118
Highlands and Islands	91	159	195	465	38	455	96
Lanarkshire	-	212	276	599	198	214	409
Tayside	15	50	50	199	63	212	97
West	40	90	86	114	-	151	
West Lothian	15	74	77	127	-	122	29
Total	346	1,244	1,535	3,450	442	2,975	1,265

Table 9
Number of schools and Local Authorities participating in the Foundation Apprenticeship Programme

		No. of Schools	No. of Local Authority areas
2016	Cohort 1 (SCQF L6)	114	26
2017	Cohort 2 (SCQF L6)	242	32
2018	Cohort 3 (SCQF L6)	272	31
2019	Cohort 4 (SCQF L6)	325	32
	SCQF L4/5 Pilot	65	14
2020	Cohort 5 (SCQF L6)	325	32
	SCQF L4/5	120	17

The number of Local Authorities participating in the pilot FA at SCQF L4/5 has increased to 17 since the initial 2019 pilot. Additionally, the number of schools offering pilot FA L4/5 has significantly increased (+ 55 on last year) now representing around a third of all state-maintained secondaries.

Annex 4 details the proportion of schools offering FAs, broken down by Local Authority area.

“Foundation Apprentices bring fresh ideas to the company and they are worthy contributors. We give Foundation Apprentices a chance to prove themselves and gain valuable workplace experience.”

Boxportable

Learners in training

This section provides details on those pupils still actively undertaking their FA, as at 24th May 2020. There were no pupils left in training from the first 3 years of delivery. Therefore, detail is provided for pupils who began their FA in either 2019 or 2020.

A significant number of learners who started their FA in 2019 have already completed their qualification.

Figure 15 shows that, of those starting their FA in 2019 undertaking the two-year delivery model, there were 1,381 pupils still in training at SCQF L6¹⁶. Given pilot L4/5 are one-year courses, we would expect all pupils to have finished, however there are 99¹⁹ pupils at SCQF L4/5 that have yet to be updated through SDS systems.

Of those starting their FA in 2020 there were 2,634¹⁷ pupils still in training at SCQF L6 and 1,127¹⁸ at SCQF L4/5.

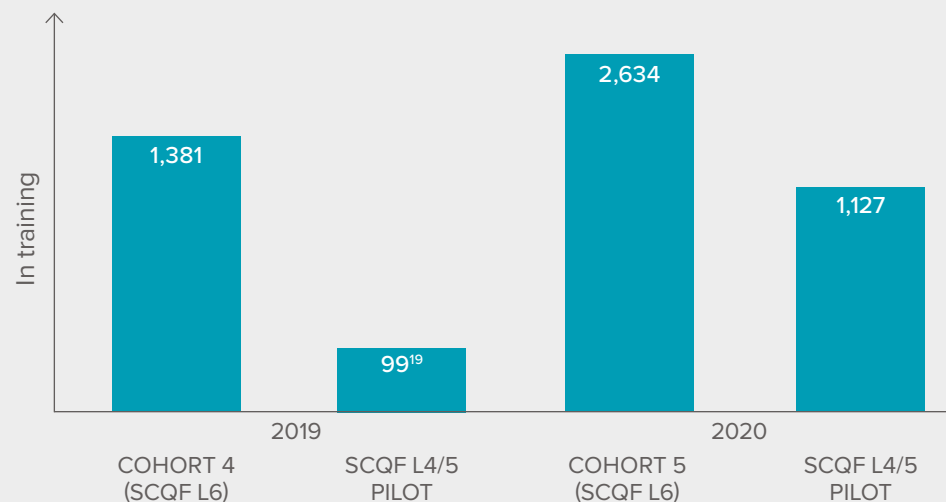
Tables 10A and 10B shows the gender breakdown for pupils still in training across each framework. For pupils who started their FA in 2019, those still in training at SCQF L6 are completing their FA over two years and should complete in summer 2021.

Of those starting their FA in September 2020, at SCQF L6 88.5% of pupils remain in training (86% of females and 88% of males).

For SCQF L4/5 88% of pupils remain in training (96% of females and 87% of males).

Annex 3 shows which Local Authorities have pupils in training. Like any subject undertaken at school, there are pupils who choose to withdraw from their FA within the first few months of study. The 341 pupils that started at SCQF L6 in 2020 and subsequently withdrew did not study long enough to gain any credit or partial qualification.

Figure 15
Pupils remaining in training



¹⁶ In previous years, there have been instances where pupils that had initially registered to complete their FA, at SCQF Level 6, over 2 years subsequently switched to the SDDM (and vice versa).

¹⁷ As at May 24th 2020, there were no pupils who started their FA at SCQF Level 6 in September 2020 who had completed their study. Therefore, as 2,634 remain in training, 341 pupils left their FA early.

¹⁸ As at May 24th 2020, there were 14 pupils who started their FA at SCQF L4/5 in September 2020 who had completed their study. Therefore as 1,127 remain in training, 124 left their FA early.

¹⁹ As at May 24th 2020, there were 99 pupils still showing on SDS systems as being in training. We would expect these pupils to have finished their study and will work with learning providers to resolve this. These pupils will be reported in the next FA progress report.

Table 10A

FAs in training by cohort, framework/subject area, gender

	2019		2020	
	Cohort 4 (SCQF L6)		Cohort 5 (SCQF L6)	
	Opportunities realised	In training	Opportunities realised	In training
Female	1,966	711	1,725	1,513
Accountancy @ SCQF L6	52	18	47	44
Business Skills @ SCQF L6	157	51	162	146
Civil Engineering @ SCQF L6	19	10	-	-
Creative and Digital Media @ SCQF L6	162	60	145	124
Engineering @ SCQF L6	32	19	37	35
Financial Services @ SCQF L6	*	*	9	9
Food and Drink Technologies @ SCQF L6	29	8	25	20
IT: Hardware/System Support @ SCQF L6	*	*	-	-
IT: Software Development @ SCQF L6	16	8	13	13
Scientific Technologies @ SCQF L6	58	23	51	48
Social Services and Healthcare @ SCQF L6	457	171	466	411
Social Services Children and Young People @ SCQF L6	973	337	754	647
Male	1,484	670	1,250	1,121
Accountancy @ SCQF L6	79	20	72	66
Business Skills @ SCQF L6	159	59	176	152
Civil Engineering @ SCQF L6	166	81	-	-
Creative and Digital Media @ SCQF L6	193	69	160	144
Engineering @ SCQF L6	438	263	290	264
Financial Services @ SCQF L6	33	7	17	16
Food and Drink Technologies @ SCQF L6	32	6	18	17
IT: Hardware/System Support @ SCQF L6	66	23	40	39
IT: Software Development @ SCQF L6	174	89	133	120
Scientific Technologies @ SCQF L6	50	21	46	42
Social Services and Healthcare @ SCQF L6	36	11	43	38
Social Services Children and Young People @ SCQF L6	58	21	56	47
Total	3,450	1,381	2,975	2,634

Table 10B
FAs in training by cohort, framework/subject area, gender

	2019		2020	
	SCQF L4/5 Pilot		SCQF L4/5 Pilot	
	Opportunities realised	In training	Opportunities realised	In training
Female	51	11	221	214
Automotive @ SCQF L4	10	*	-	-
Automotive @ SCQF L5	7	*	18	18
Construction @ SCQF L4	6	2	14	13
Construction @ SCQF L5	4	1	9	9
Hospitality @ SCQF L4	18	-	101	98
Hospitality @ SCQF L5	6	-	79	76
Male	391	88	1,043	912
Automotive @ SCQF L4	81	22	254	228
Automotive @ SCQF L5	21	*	-	-
Construction @ SCQF L4	137	50	282	228
Construction @ SCQF L5	128	12	368	326
Hospitality @ SCQF L4	14	-	99	94
Hospitality @ SCQF L5	10	-	40	36
Total	442	99	1,265	1,126

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. **As FAs at SCQF L6 can be undertaken over two years, there are 1,381 pupils, who began studying in 2019, still in training,** as described in the previous section.

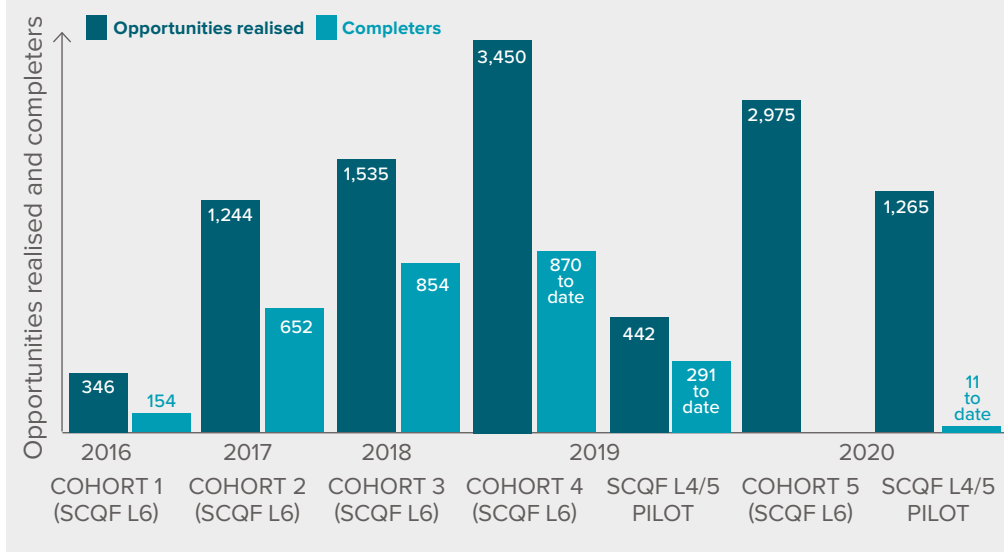
Almost all pilot FAs at SCQF L4/5 are one-year courses. However, due to delays in learning providers updating information for some of the pupils from 2019, SDS data suggests that 99 remain in training.

Where 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.

Annex 5 provides examples of the component elements of four of the Foundation Apprenticeship qualifications, to offer a greater understanding of what they involve. In addition, each learner also has a work placement element which they do with an employer in an industry relevant to the FA framework they are undertaking.

Figure 16 shows the number of pupils, each year, who completed their FA – meaning that they did not leave their study early. **Note that for pupils who started their FA at SCQF L6 in September 2019, around 70% are completing their studies over two years,** therefore most completer and achievement data in Figures 16 and 17 relate to pupils who completed their FA through the one-year model.

Figure 16
FA completers, relative to opportunities realised



For 2020 SCQF L4/5 pilot, 11 pupils have undertaken a flexible delivery model, working more intensively allowing them to complete their course early.

Figure 17
All achievements, relative to opportunities realised

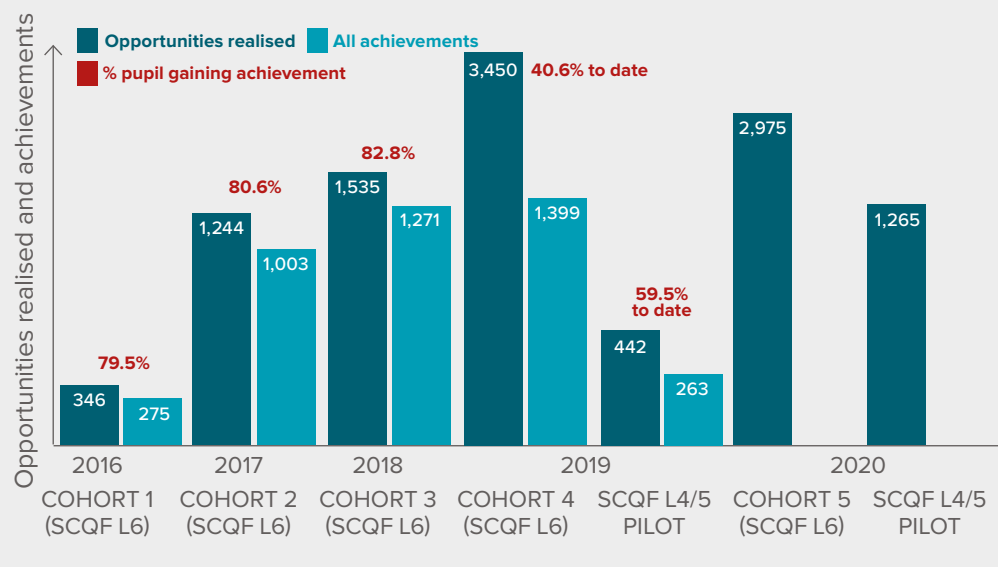


Figure 17 shows all full FA and component qualifications achievement to date. As with any qualification, not all of those who complete achieve the full qualification. A breakdown of achievements is shown in tables 11 and 12.

Table 11
Cohort 1, 2 & 3: all qualifications achieved
(Note: this table was re-configured, after initial publication, on July 9th 2021)

	2016	2017	2018
	Cohort 1 (SCQF L6)	Cohort 2 (SCQF L6)	Cohort 3 (SCQF L6)
Full Qualification Achievement			
FA Group Award	129	502	518
Letter of Recognition	-	-	197
National Certificate	3	18	3
National Progression Award	52	185	169
Component Achievement			
National Certificate components	47	112	151
National Progression Award components	44	171	220
SVQ units	-	15	14
No Achievement			
None	71	241	263
Total	346	1,244	1,535

As there are 1,381 pupils who began an FA in 2019 still in training, achievement data for all these pupils will be provided in the next progress report. Table 12 provides achievement details for those who opted for the one-year FA at SCQF L6 and those studying at SCQF L4/5 (apart from those where information has not yet been updated by learning providers).

Table 12

Cohort 4: all qualifications achieved(Note: this table was re-configured, after initial publication, on July 9th 2021)

	2019	
	Cohort 4 (SCQF L6)	Cohort 4 (SCQF L4/5)
Full Qualification Achievement		
FA Group Award	543	180
Work Based Learning Award (L4/5)	-	58
Letter of Recognition	191	-
National Certificate		-
National Progression Award	270	-
Component Achievement		
National Certificate Components	120	-
National Progression Award Components	272	25
SVQ Units	3	-
No Achievement		
None	670	57
Unknown	-	23
Still in training	1,381	99
Total	3,450	442

All achievement data is captured by learning providers and submitted to SQA. Given that we are reliant on learning providers to record pupil achievement, there is often a lag in SDS systems being updated. Therefore, achievement data is subject to change.

Of those pupils who started an FA at SCQF L6 in September 2018, of the 264 pupils recorded as achieving no qualification, 149 (59%) left the FA very early (before the end of January 2019).

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.

For pupils who started their FA in 2018 (all at SCQF L6), 42.2% went on to university, 34.3% to college and 18.9% into employment or a Modern Apprenticeship. 3.4% remained in school, upon leaving their FA.

For pupils who started their FA in 2019 at SCQF L6 following the one-year delivery model, 38.6% went on to university, 28.8% to college and 13.4% into employment or a MA.

Only 1.0% have recorded either unemployed or unknown as a destination. For pupils who started their FA at SCQF L6 in 2019 and achieved it in 1 year (via the SDDM), this increased to 2.8%. This may be partly explained by the COVID-19 pandemic, as there has been a disproportionate impact on employment opportunities for young people.

Pupils participating in SCQF L4/5 pilot subject areas are typically in S3/ S4 and therefore likely to remain at school after finishing their FA.

Annex 6 provides details of destinations for all participants across each year of uptake.

Destinations for non-completers and for those that completed but did not achieve their full FA qualification are largely positive. Up to 66% of non-completers remain in school, opting to focus on other subjects.

Research completed in 2020 highlights some of the main reasons why pupils chose to leave their FA without completing it. The two most common reasons were:

- **I decided to leave school**
- **I wanted to focus on other qualifications at school**

There are two leaving dates in the school academic year – the last day in May and the last day prior to the Christmas holidays. The Christmas leaving date can affect the number of pupils leaving the FA within the first few months of starting.

Research also shows that teachers and Careers Advisers in school are the most important source of information for pupils before starting a FA.

Learning providers have continued to enhance the information they provide to learners at subject choice time and, since 2019, Careers Advisers in schools have extended their support for pupils by offering information, advice and guidance to learners who have expressed an interest in undertaking a FA.

This increased support is evidenced in research completed in 2020 where learners were asked whether they believed that they had accessed enough information to understand what the FA would involve. Positive responses to this increased by 16pp to 75% when compared with survey work carried out in 2018.

An additional online CPD module was developed in 2019 for teachers to support increased awareness and understanding of work-based learning, including Foundation Apprenticeships.

“Apprenticeships have opened up this vast opportunity for my business to grow and it is right at the heart of my plans moving forward.

“When I talk about future expansion and growth, I’m hoping that each time I take on a new employee it will be through the Foundation Apprenticeship programme.”

Zen Consultants

Pupils achieving the full FA qualification

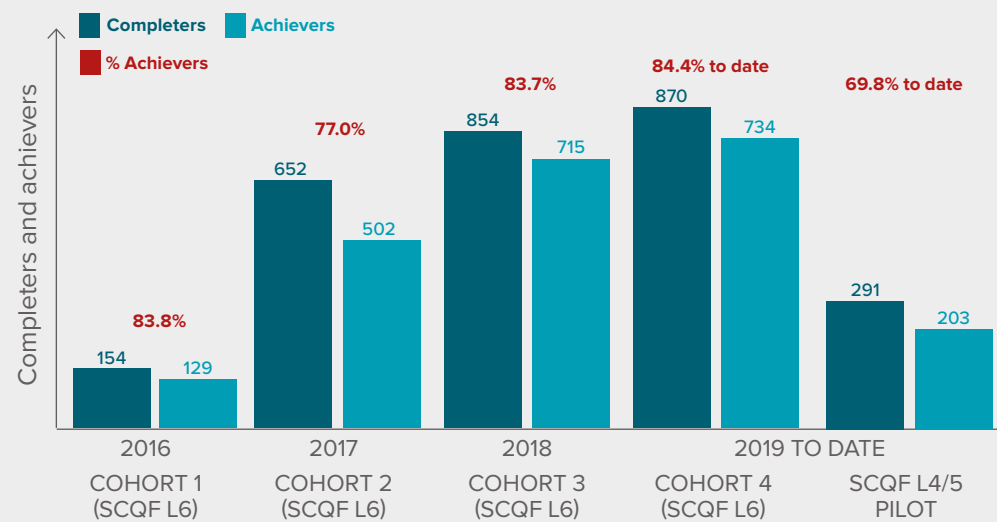
In 2020, some FA Level 6 students who were unable to complete the full FA due to COVID-19 restrictions, were awarded a Letter of Recognition (LoR).

Access to workplaces was severely restricted during March-July 2020 and it was impossible for FA learners to demonstrate achievement of any remaining competencies required during this timeframe. Workplace assessors were also unable to carry out physical face-to-face assessment during this time.

The Letter of Recognition was provided for pupils who were on track to achieve the full award and had received no failed units within any aspects of the package of FA qualifications throughout the year of study. The LoR process meant that FA learners' achievements were recognised by colleges, universities, and employers for onward progression during 2020 and beyond.

Figure 18 shows the number of completers (pupils that have finished the full course) and the number of achievers (pupils that achieved their full FA qualification). The achievement data presented reflects the Letter of Recognition as full achievement.

Figure 18
Achievers of full FA qualification, relative to the number of pupils completing their FA



All pupils who started their FA between 2016 and 2018 (cohorts 1-3) have completed their study.

To date, pupils who started their FA in 2019 (SCQF Level 6) and have completed their study are those pupils undertaking the shorter (12month) duration delivery model. Of the 870 completers, we have confirmation that 734 have achieved their full FA qualification. This represents a 84.4% achievement rate to date.

Table 13A

Completers and achievers by framework/subject area

Framework	2016		2017		2018		2019 – to date	
	Cohort 1 (SCQF L6)		Cohort 2 (SCQF L6)		Cohort 3(SCQF L6)		Cohort 4 (SCQF L6)	
	Completers	Achievers	Completers	Achievers	Completers	Achievers	Completers	Achievers
Accountancy @ SCQF L6	-	-	-	-	15	14	47	36
Business Skills @ SCQF L6	-	-	39	36	53	46	99	78
Civil Engineering @ SCQF L6	19	15	57	39	56	36	32	17
Creative and Digital Media @ SCQF L6	-	-	33	29	84	78	108	93
Engineering @ SCQF L6	46	36	109	71	174	132	15	11
Financial Services @ SCQF L6	13	10	24	21	6	6	16	16
Food and Drink Technologies @ SCQF L6	-	-	-	-	5	5	5	5
IT: Hardware/System Support @ SCQF L6	7	6	27	20	24	17	17	16
IT: Software Development @ SCQF L6	17	14	79	68	54	44	28	23
Scientific Technologies @ SCQF L6	-	-	8	7	28	26	28	21
Social Services and Healthcare @ SCQF L6	35	31	61	51	94	81	171	152
Social Services Children and Young People @ SCQF L6	17	17	215	160	261	230	304	266
Total	154	129	652	502	859	715	870	734

Table 13B

Completers and achievers by framework/subject area

Framework	2019 – to date		2020 – to date	
	SCQF L4/5 Pilot		SCQF L4/5 Pilot	
	Completers	Achievers	Completers	Achievers
Automotive @ SCQF L4	49	39	-	-
Automotive @ SCQF L5	22	-	-	-
Construction @ SCQF L4	74	43	11	-
Construction @ SCQF L5	99	88	-	-
Hospitality @ SCQF L4	31	19	-	-
Hospitality @ SCQF L5	16	14	-	-
Total	291	203	11	-

Tables 13A and 13B provides details of completers and achievers by framework. In 2018 (Cohort 3), the Civil Engineering framework had the lowest conversation rate of completers to achievers (64.2%). IT: Hardware/System Support and Engineering frameworks also had slightly lower conversation rates (70.8% and 75.9% respectively). All remaining frameworks saw conversion rates of greater than 80%. Financial Services and Food and Drink Technologies had conversion rates of 100%.

Upon achievement of an FA, college continues to be a dominant destination. However, since 2018, more achievers have moved into university than college education. Table 14 provides a breakdown of where achievers progress to.

Very small numbers of achievers move into unemployment, although for those in Cohort 4 (SCQF L6), this is slightly higher than previous cohorts, reflective of the current economic situation and the effects of COVID-19.

Table 14
FA achiever destinations

	2016		2017		2018		2019 – to date			
	Cohort 1 (SCQF L6)	%	Cohort 2 (SCQF L6)	%	Cohort 3 (SCQF L6)	%	Cohort 4 (SCQF L6)	%	SCQF L4/5 Pilot	%
Employment or Modern Apprenticeship	35	27.1%	112	22.3%	135	18.9%	83	11.3%	13	6.4%
College	64	49.6%	218	43.4%	245	34.3%	223	30.4%	36	17.7%
University	25	19.4%	146	29.1%	302	42.2%	350	47.7%	7	3.4%
Other training	*	*	*	*	-	-	6	0.8%	*	*
Remain in school	-	-	18	3.6%	24	3.4%	50	6.8%	57	28.1%
Not yet recorded	-	-	-	-	-	-	*	*	88	43.3%
Unemployed	*	*	*	*	9	1.3%	18	2.5%	*	*
Unknown	-	-	-	-	-	-	*	*	-	-
Total	129	100%	502	100%	715	100%	734	100%	203	100%

Comparative Learning

Table 15 provides some context for considering the value of the Foundation Apprenticeship. It shows how FAs at SCQF Level 6 compare with Highers, the most common school qualification taken up by senior phase pupils at SCQF level 6.

SCQF credits are based on the notional learning hours required for each qualification. UCAS points are used to measure the relative value of all post-16 qualifications in the UK and are used by some universities to define entry requirements.

It should be emphasised that Foundation Apprenticeships are very different from Highers. However, this provides a simple means for comparison, using two established national frameworks.

Table 15 shows that all FAs at SCQF Level 6 are worth at least two C grades at Higher, with the Engineering frameworks being equivalent to at least two B grades at Higher. FAs also consist of more notional learning hours – with Highers being around 240 hours and FAs between 510 and 870 hours, due in part to the work placement that each learner undertakes as part of their FA.

Table 15
SCQF and UCAS – A comparison

Qualification	Grade	SCQF Level	SCQF credits	UCAS points
Higher				
All Higher subjects	A	6	24	33
	B	6	24	27
	C	6	24	21
	D	6	24	15
Foundation Apprenticeship				
Accountancy @ SCQF L6	Pass	6	64	42
Business Skills @ SCQF L6	Pass	6	51	42
Civil Engineering @ SCQF L6	Pass	6	84	56
Creative & Digital Media @ SCQF L6	Pass	6	64	42
Engineering @ SCQF L6	Pass	6	87	56
Financial Services @ SCQF L6	Pass	6	52	42
Food and Drink Technologies @ SCQF L6	Pass	6	53	42
T: Hardware/System Support @ SCQF L6	Pass	6	59	42
T: Software Development @ SCQF L6	Pass	6	59	42
Scientific Technologies @ SCQF L6	Pass	6	51	42
Social Services and Healthcare @ SCQF L6	Pass	6	61	42
Social Services Children and Young People @ SCQF L6	Pass	6	61	42

Headteacher experience

St. Modan's High School Depute Head, Caradh Pert

Since the introduction of Curriculum for Excellence and Developing the Young Workforce, schools have been charged with helping young people to articulate their skills.

Foundation Apprenticeships allow schools to deliver this objective and St. Modan's is seeing huge benefits for our pupils as a result. From the outset, providing Foundation Apprenticeships at SCQF Level 6 opened clear pathways for our young people as we recognised that Highers were not the only route to gain qualifications highly valued by employers.

As a result, our Foundation Apprenticeship opportunities at Level 6 have grown year on year, with pupils able to take a range of subjects including Engineering, Creative and Digital Media, Civil Engineering and Social Services Children and Young People.

However, we recognised that there were other pupils that would benefit from work-based learning but weren't able to meet the criteria of a qualification at SCQF Level 6.

To respond to this, the school created a Vocational Training Centre that aims to provide better parity of esteem for pupils.

Within this work, the school embarked on a pilot with Historic Environment Scotland as an employer that tasked pupils with a construction project and gave them the chance to get an authentic experience of work.

The pilot was transformational for the pupils. All of them progressed on to positive destinations, including university or apprenticeships and most continued to pursue their careers within the construction sector.

So, when we were approached about introducing a work-based learning qualification at SCQF Level 4 and 5 we jumped at the chance because we had already witnessed the benefits in co-creating with employers.

The school now offers the pilot Foundation Apprenticeship in construction at both SCQF levels. We work with Forth Valley College to provide 18 fourth year pupils with the qualification at Level 4 and the school delivers the Level 5 qualification in-house to 20 senior phase pupils.

Whilst the pandemic has affected our original plans, it has led to more creative ways of delivery including virtual work placements with Morrison Construction.



Pupils undertaking Level 5 Construction built playhouses for local nurseries, treating them as clients to gather briefs and working in partnership with them throughout the whole process from concept to completion.

The outcomes from the pilot Foundation Apprenticeships at SCQF Level 4 and 5 have been amazing.

The self-esteem and confidence of participating pupils has risen significantly. They can articulate the meta skills they have gained very well, which has enabled them to secure interviews and successfully progress on to a job or further learning.

Not only that, the standard of the workmanship the pupils have been producing on their apprenticeship is of an extremely high quality.

Foundation Apprenticeships have helped St. Modan's bring about the cultural change that we envisaged from the creation of our Vocational Training Centre.

The work young people on these apprenticeships are creating is displayed on the school grounds, which is helping other pupils to see the opportunities available to them in the curriculum.

For some learners at SCQF Level 4 and 5 the opportunity to gain this qualification through work-based learning is exactly what they are craving.

At St. Modan's, our pupils tend to stay on until sixth year and we need a diverse and inclusive curriculum that meets the needs of every young person.





Learner experience – West Dunbartonshire Council

Social Services and Healthcare

Clydebank teenager Wiktoria Bak is passionate about mental health awareness and, thanks to her Foundation Apprenticeship, she was able to discuss issues facing Scotland's young people with the First Minister.

Wiktoria built her confidence and communication skills during her work placement with West Dunbartonshire Council Working4U as part of her Social Services and Healthcare Foundation Apprenticeship.

While working in a day-care centre, Wiktoria was also able to turn her hand to translating for a Polish client that colleagues were struggling to communicate with. The 18-year-old also developed a keen interest in mental health awareness and drew upon her experiences working in the community when she met Nicola Sturgeon at Includem's offices in Glasgow.

Wiktoria said: "I spoke to the First Minister about the difficulties young people face in terms of mental health and those who come from care experienced backgrounds. She was amazing and had a great sense of humour.

"My favourite part of the Foundation Apprenticeship was building trust with service users. Polish is my first language and the Polish client couldn't communicate with anybody outside his home bubble. I was able to speak to him and pass on vital information.

"My Foundation Apprenticeship taught me about the background of social care in Scotland, which gave me a varied skillset before I started my degree."

A former St Peter the Apostle High School pupil, Wiktoria has taken the next step on her career journey as she now studies BSc Paramedic Science at the University of the West of Scotland.

Thanks to the combination of gaining industry experience and earning a qualification, she believes her Foundation Apprenticeship was "the perfect steppingstone" for her career.

Learner experience – Charles River Laboratories

Scientific Technologies

A Scientific Technologies Foundation Apprenticeship was the perfect career experiment for Annabel Stewart, landing her a job after school.

The 18-year-old chose a Foundation Apprenticeship as a subject choice as she was unsure what she wanted to do after school. She was keen to gain some workplace experience while achieving a qualification at the same level of learning as a Higher.

Working at Charles River Laboratories' base in East Lothian, Annabel assisted with the lab work and data compilation for real-life agrochemical studies using different soil types.

Annabel said: "I didn't choose to do many science-based subjects at school, but felt I'd like to learn more about the subject area. The Foundation Apprenticeship was a fantastic opportunity to gain scientific experience in the real world, as well as the classroom.

"I'd recommend a Foundation Apprenticeship to anyone. If you're unsure what you want to do but have an interest in some of the available frameworks – it's well worth getting a taste of it and gaining a qualification at the same time."

The former Dunbar Grammar School pupil still has a desire to learn and gain qualifications alongside her work and is set to start a Life Sciences Modern Apprenticeship in September, which will enable her to accelerate her career within the company.

Annabel explained: "My Foundation Apprenticeship taught me that I was ready to work. Charles River has been incredibly supportive as they engage with Foundation Apprentices and place them in the department they are most interested in.

"I'm on the Progression Scheme at Charles River. I really enjoyed my Foundation Apprenticeship and a Modern Apprenticeship will allow me to continue working here while gaining a qualification, which will open doors for me later in my career."


charles river



Employers

Employers are integral to the successful design and delivery of Foundation Apprenticeships. Without their support, the FA would not be possible.

Employer led work-based learning components have a different focus within Foundation Apprenticeships at different SCQF levels. Project based work-based learning activity, following a plan-do-review approach, has been integrated into the FA level 4/5 pilots, supporting the achievement of a blend of technical and meta-skills. These projects are co-designed by employers and learning providers and can take place in a variety of settings, including, school, college, learning provider and employer premises. Employers engage directly with learners throughout the timeframe of the programme.

As Foundation Apprenticeships become more complex at SCQF Level 6, 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 begin to be evidenced as part of achievement of SVQ units. Work placements are evolving to include a blend of virtual and face-to-face participation. Employers are more able to resource one-to-many engagements using remote learning and digital technologies.

As the number of pupils taking part in FAs grow, we will continue to work with both new and existing employers to foster increasing levels of support. A diverse range of employers is essential to support the delivery of Foundation Apprenticeships. This diversity includes the size and scale of the employer and the geographic spread across Scotland.

In 2016, there were 79 employers who offered FA placements. This number has continued to grow with each cohort and 434 employers offered FA (SCQF L6) placements in 2019. As we have not yet confirmed participating employers for pupils who started their FA in 2020, those figures will be included in next year's report.

Figure 19
No of FA employers, by cohort^{20, 21}

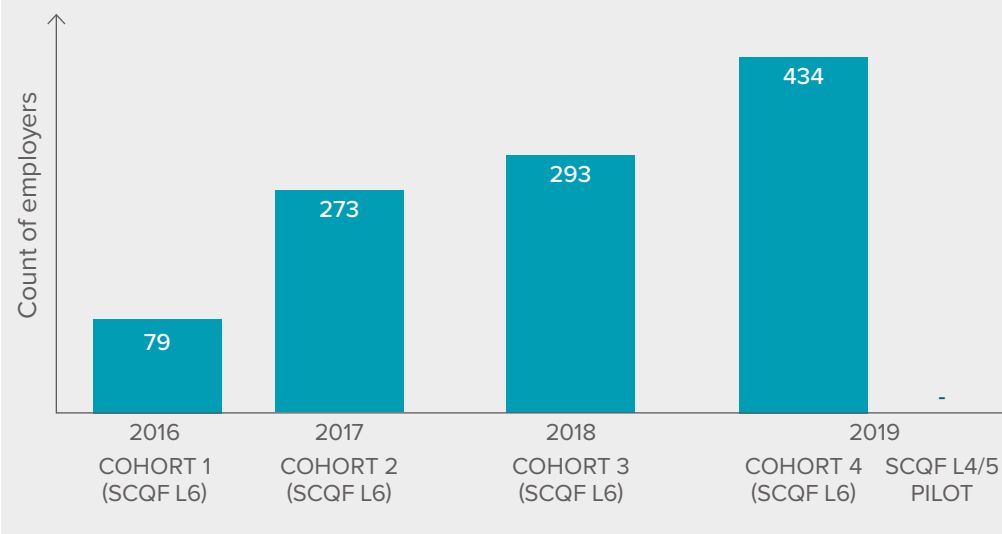


Table 16 shows the number of FA employers by each framework. As employers can offer placements on more than one framework (for example, an engineering company may support FAs in IT or scientific technologies, as well as engineering), the total number of frameworks supported exceeds the number of employers in each cohort.

²⁰ Note that data differs slightly from that previously published following a data validation exercise

²¹ SDS did not collect employer information for the SCQF L4/5 pilot in 2019.

Table 16

No of FA employers by cohort and framework/subject²²

	2016	2017	2018	2019
	Cohort 1 (SCQF L6)	Cohort 2 (SCQF L6)	Cohort 3 (SCQF L6)	Cohort 4 (SCQF L6)
Accountancy @ SCQF L6	-	-	12	31
Business Skills @ SCQF L6	*	32	37	120
Civil Engineering @ SCQF L6	12	30	23	19
Creative and Digital Media @ SCQF L6	-	21	52	75
Engineering @ SCQF L6	23	63	79	33
Financial Services @ SCQF L6	6	*	5	8
Food and Drink Technologies @ SCQF L6	-	-	5	11
IT: Hardware/System Support @ SCQF L6	*	17	18	22
IT: Software Development @ SCQF L6	10	47	28	20
Scientific Technologies @ SCQF L6	-	*	15	19
Social Services and Healthcare @ SCQF L6	23	37	43	89
Social Services Children and Young People @ SCQF L6	12	66	55	115
Total employers	79	273	293	434

Annex 7 provides a breakdown of employer support by school local authority. Employers can offer placements to pupils from different local authority areas and so the total number of school local authorities supported exceeds the number of employers in each cohort.

A broad variety of employers are engaging in the FA, offering pupils the opportunity to gain valuable work-based learning experience through work placements. We are supported by all Local Authorities in their role as local employers, and they continue to be keen to support the FA as a clear pathway into some of their existing MA programmes. They are also significant providers of care services and continue to be very active in offering work placements for FAs undertaking the social care frameworks.

Note that we do not currently record SIC code or additional company details for employers, so cannot provide a breakdown by sector or employer size.

FA Employer Survey, 2020:

78% reported that FAs improve sector image with young people

74% reported that FAs bring new knowledge and skills to the business

97% would consider using FAs in the future



²² Note that data differs slightly from that previously published following a data validation exercise

L4/5/6 FA Employer – McTaggart Group

Civil Engineering, Construction

In the last year, McTaggart Group supported 32 SCQF Level 6 Civil Engineering Foundation Apprentices, working with several learning providers including West College Scotland and Glasgow Kelvin College.

Despite the pandemic, McTaggart delivered its programme online for virtual work experience, including filming from live site visits.

Much of the apprentices' work was project-based and they learned from the experience of the company's Civil Engineering Graduate Apprentices.

McTaggart gave the pupils a broader experience of the industry, from site management to quantity surveying and offsite manufacturing processes.

Ross Hammell, Sustainable Communities Manager, said: "The industry is moving at such a fast pace, with the introduction of new processes, Building Information Modelling and virtual technologies like CGI flythroughs. It is very much like the gaming technology that many young people are familiar with. These days it's not just hammers and hardhats and the sector needs to get across to young people that preparation and planning will occupy up to 50% of time spent.

"Under the restrictions of the pandemic, we've expanded our apprenticeship model. Ordinarily we would have around 6-8 Foundation Apprentices on board. However, we're now delivering up to 200 hours of remote online learning, using Microsoft Teams, to over 30 Foundation Apprentices using their laptops, tablets and phones."

McTaggart Group also supports pilot Construction Foundation Apprenticeships at SCQF Level 4 and 5.

The developer worked closely with learning provider TIGERS to deliver work-based learning to pupils at Lochend High in Easterhouse, making use of its nearby Abbeycraig Road site.

Ross Hammell said: "This programme seeks to offer young people from one of Glasgow's most disadvantaged areas the opportunity to gain meaningful skills and qualifications."

Meta-skills required in the industry such as communication and confidence are also gained through the Foundation Apprenticeships, through customer handling, client interaction and managing the technology around that. These skills are increasingly important for a sector which is meeting the challenges of increased automation in offsite manufacture and a labour shortage.

Ross Hammell added: "The industry has fought hard to invest in skills since the last recession and the Foundation Apprenticeship will ensure we have the best individuals for the future."



FA Employer – Balfour Beatty

Business Skills and Civil Engineering

Balfour Beatty has used innovation and technology to ensure it continued to develop Scotland's next generation of talent during the COVID-19 pandemic.

The construction and infrastructure company had planned to provide Foundation Apprentices from schools across the country with on-site work placements at major projects in Skye and Aberdeen last summer.

Young Highlanders were due to work on the Skye, Lochalsh and South West Ross Community Hospital development as part of their Business Skills Foundation Apprenticeship whilst Civil Engineering Foundation Apprentices in Aberdeen were due to contribute to the Union Terrace Gardens project.

When the pandemic struck, Balfour Beatty developed a virtual programme which included monthly live webinars and business skills research projects for the apprentices to complete.

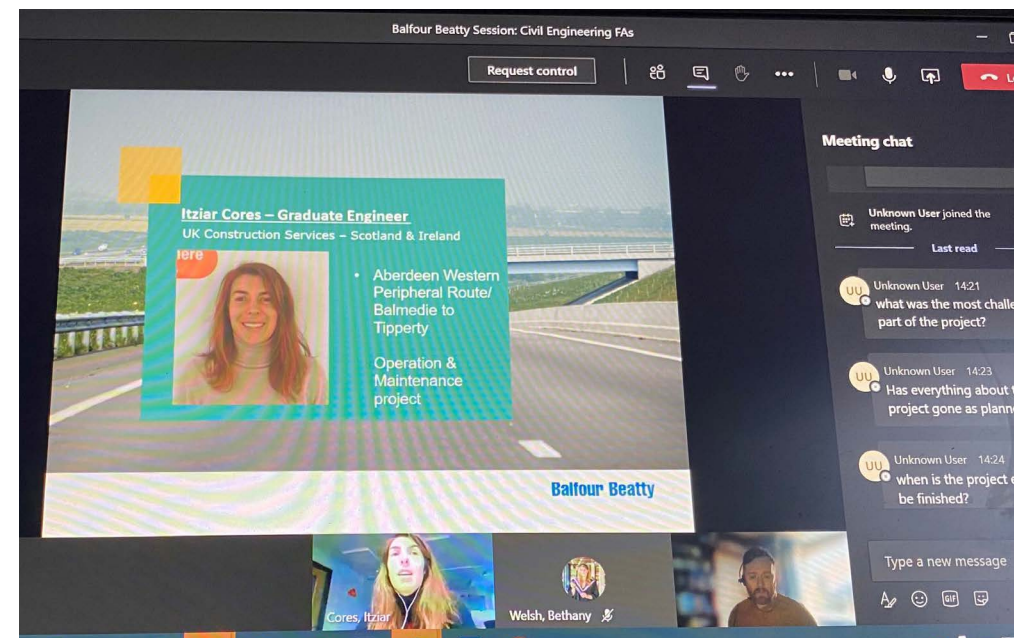
This virtual apprenticeship model allowed Balfour Beatty to support more young people than it had originally planned through both Foundation Apprenticeship subjects.

As well as allowing the Foundation Apprentices to complete their workplace modules, Balfour Beatty's virtual approach equipped the pupils with a solid knowledge of the business and an awareness of the variety of jobs which exist within Scotland's Construction sector.

Balfour Beatty Community Benefits Advisor, John Cairns, said: "The original plan before COVID restrictions was to support introduction sessions for pupils early in 2020, and then bring them on project sites later in the year

"When it became apparent that normality would not return quickly, additional planning was completed to develop a brand new virtual programme for students."

Balfour Beatty worked in collaboration with learning providers, North East Scotland College (NESCOL), West Highland College UHI and DYW West Highland, to tailor programmes specific to each Foundation Apprenticeship subject.



All course materials were hosted within Balfour Beatty's online learning platform, on a bespoke page created specifically to aid Foundation Apprentices' learning during the pandemic.

John Cairns presented the webinars alongside colleague and former engineering apprentice, Bethany Welsh. The pair enlisted a range of speakers from different business areas such as communications and marketing, stakeholder engagement and engineering.

Gaining experience through Balfour Beatty is already reaping rewards for the young apprentices.

John Cairns explained: "One of our students has progressed on to a Graduate Apprenticeship with a major construction firm. Feedback also told us that another student used the experience with Balfour Beatty as a key part of her university application, securing her first-choice course as a result."

“This year, we are focusing heavily on Foundation Apprenticeships and have been doing a lot of work with local colleges to develop our offering.

“Apprenticeships enable us to educate people on the ethos of the company. Foundation Apprenticeships allow us to nurture budding talent from an even earlier age.”

Balfour Beatty

Balfour Beatty



FA Employer – Servelec

IT: Software Development

A leading digital firm is boosting its sector's next generation of talent through Foundation Apprenticeships.

Digital care software provider Servelec has taken nine IT Software Foundation Apprentices through City of Glasgow and Glasgow Clyde colleges.

The group of senior phase pupils from schools across the region are working with Servelec one day a week for 12 weeks to help gain their Foundation Apprenticeship Qualification at SCQF Level 6.

Damian De Luca, who leads the Servelec Digital Academy, is guiding the young apprentices through their placement with this in-house talent programme that trains the software developers of the future.

Working in teams of three, the apprentices have been tasked with creating a GP booking system, including design, layout, and front-end development.

Servelec has previously delivered software skills training to pupils in Dundee. There are now further projects in development which will aim to promote digital skills amongst young people in Scotland as part of its corporate social responsibility work.

Damian De Luca said: "As a technology business that cares about doing the right thing, we're really pleased to give these students this chance to gain some hands-on experience of what it's like to work in a software business.

"We've got all the tools in place through our existing academy set up to help train these young people remotely in sought-after digital skills, whilst also providing a positive first experience of the work environment in these unusual times. It's a pleasure to have them on board and we look forward to being part of their learning journey."

Servelec 
Together for Digital Care

FA Employer - Glasgow Science Centre

Creative and Digital Media, Engineering, Business Administration and Scientific Technologies

Glasgow Science Centre has successfully piloted the offering of a work-based learning qualification to school pupils through a virtual work experience, with more Foundation Apprenticeships created than first planned. One of Scotland's most successful visitor attractions has taken on 15 senior phase secondary pupils from across Glasgow to support them with gaining their SCQF Level 6 Foundation Apprenticeship.

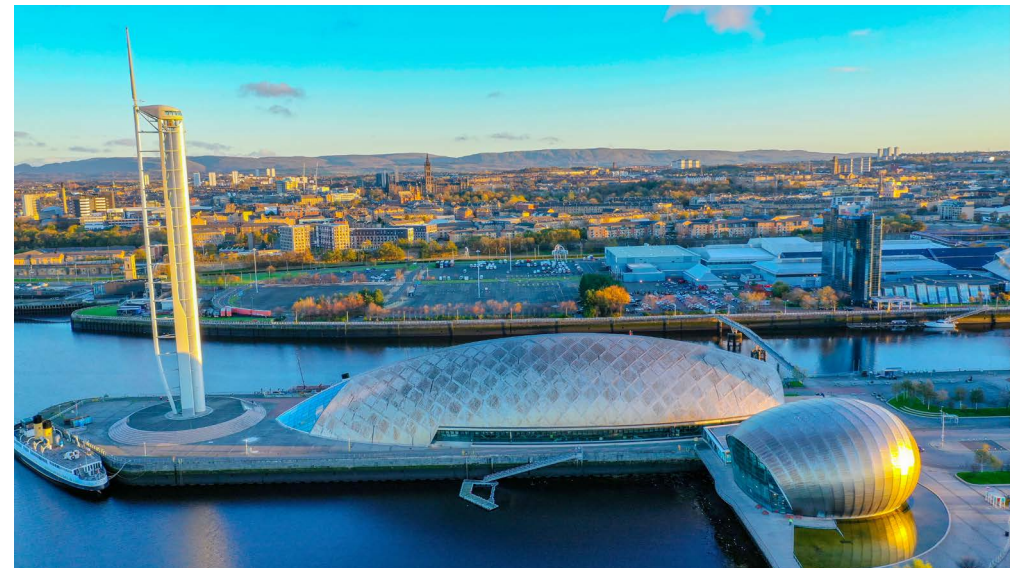
This was the first academic year that Glasgow Science Centre has offered Foundation Apprenticeships, working with learning provider Glasgow Kelvin College to develop a virtual programme that met the qualification standards. The online delivery model meant that the Centre was able to increase its number of places from three to 15. Since September 2020, the Glasgow Science Centre has been delivering Foundation Apprenticeships across Creative and Digital Media, Engineering, Business Administration and Scientific Technologies.

In order to give the apprentices as much real-world experience as possible and to increase their involvement, they all had to prepare a job application and go through a job interview process with the Centre. The apprentices involved have been really impressed with the real-life tasks they have been given as part of their apprenticeship, with their work also contributing to the output of the Centre. Ashley Byars from Glasgow Science Centre said: "It's been great to be able to create a virtual model of our Foundation Apprenticeships to enable young people to gain experience of working and help them gain vital skills for the future.

"We have greatly benefited from the ideas and perspectives of the Foundation Apprentices.

"Getting involved in Foundation Apprenticeships has led to a higher awareness of how younger people view and experience the Centre and what messages and platforms might be particularly effective in targeting some audiences.

"GSC staff involved have really enjoyed getting to know the young students and watch their skills and confidence grow. It has also contributed to their professional development and leadership skills."



Looking forward

As a result of the global pandemic there is now a renewed focus on work-based learning as a critical component in supporting Scotland's economic recovery and long-term prosperity.

Foundation Apprenticeships play a key role in supporting the Scottish Government's Young Person's Guarantee, by offering more pathways and opportunities for pupils. They focus on critical occupation areas where there are predicted skills shortages and future growth opportunities, including occupation areas that respond to the global climate emergency.

Over the last year, in response to the challenges of the pandemic, a wide range of planned developments and innovations for Foundation Apprenticeships have been accelerated. These have included supporting remote learning, increasing the use of digital technologies, and offering virtual work placements. SDS will work with all regional delivery partnerships to embed these developments, making them an integral part of FA delivery that will enhance a high-quality, sustainable experience for learners and employers in future years.

Through additional pilot work-based learning at SCQF Levels 4 and 5, learners across Scotland have benefited from this qualification at an earlier age and stage in their career pathway, enriching the curriculum, supporting increased attainment and reaching a more diverse cohort of learners, including those from lower SIMD decile areas. It has broadened access to a qualification that recognises that learning is multi-dimensional and that a different style of learning, structured around continuous assessment rather than traditional exams, can support more young people to achieve.

SDS will continue to work with industry under the leadership of SAAB to develop the strategy for Scottish Apprenticeship Standards and Frameworks. This covers all apprenticeships, including Foundation Apprenticeships, and is endorsed by the Scottish Government. The strategy sets out ambitious and crucial developments including the embedding of meta-skills and the closer involvement of employees and employers in shaping the future standards, using real work situations.

These developments will ensure that Foundation Apprenticeships will continue to be demand-led and remain relevant to learners supporting them to gain the critical skills that employers and the economy need, going forward.

It was always the ambition to embed and mainstream the Foundation Apprenticeship qualification within the education system at the right time in their expansion and uptake. From academic year 2021, SDS and the Scottish Funding Council will work together to deliver and embed FAs in the skills system. This will support the continued delivery of a high-quality learner and employer Foundation Apprenticeship experience.

Alongside the opportunities this will present, we look forward to working with strategic and regional delivery partners to further develop and improve Foundation Apprenticeships in response to recommendations from the OECD Independent Review of Curriculum for Excellence, the Career Review and the Education Scotland review of the introduction of FAs.

Looking forward (continued)

We will also continue to invest in pilot projects to gain insights that will improve programme delivery and learning experiences. Pilots are already planned around: raising attainment, equalities and green jobs. The learning from these pilots will be used to enhance future delivery.

In a post Brexit and furlough labour market, Foundation Apprenticeships support sustainable economic recovery and growth. The nature of work is changing, and Foundation Apprenticeships provide learners with skills and industry experience that support their career and learning ambitions. Employers benefit from a pipeline of talent that is resilient, agile, digitally competent and makes an immediate and lasting impact on their business.

Foundation Apprenticeships are proving to be an effective way for Scotland's young people to gain the key skills, knowledge, and experience to make them productive and work-ready, post-school.

They provide industry with access to the next generation of workers, at a crucial point in their career-related decision-making, offering a fantastic pool of talent to Scotland's employers.

All young people should be offered the opportunity to complete a Foundation Apprenticeship, giving them exposure to critical and growth sectors of the economy while improving their scope for progression into work, or further learning, in the future.

This report helps demonstrate the value that employers place on FAs and, on behalf of SAAB, I echo that sentiment and implore young people and businesses to recognise the exceptional benefits that Foundation Apprenticeships bring.

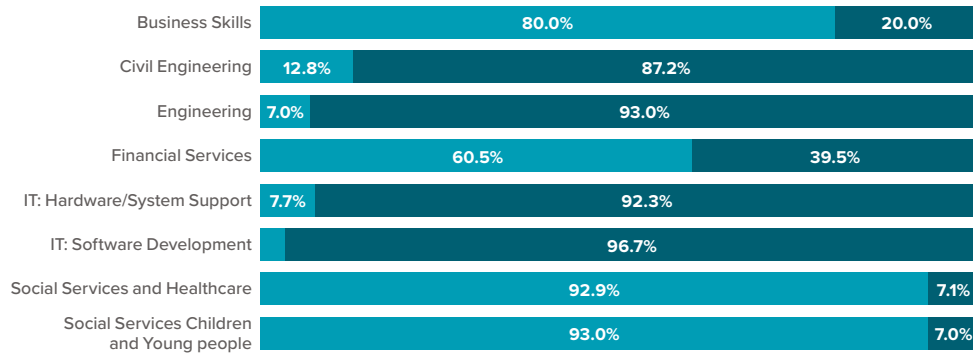
Alison McGregor
Co-Chair
Scottish Apprenticeship Advisory Board

Annex 1

FA framework uptake by cohort and gender

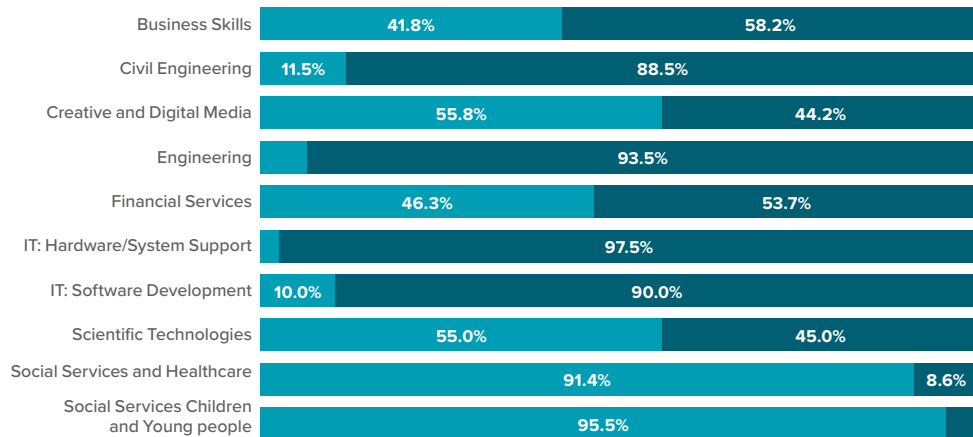
Cohort 1

Female Male



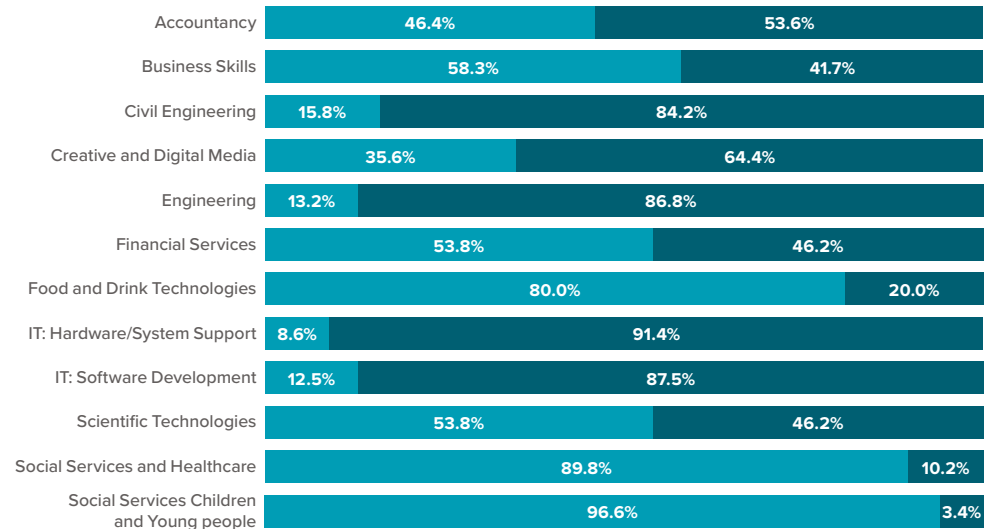
Cohort 2

Female Male



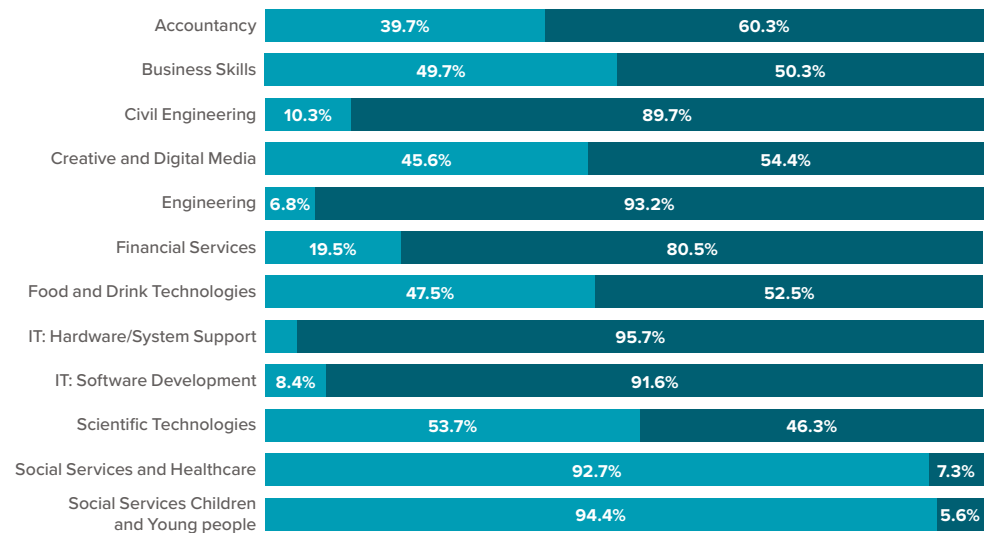
Cohort 3

Female Male



Cohort 4 (SCQF Level 6)

Female Male

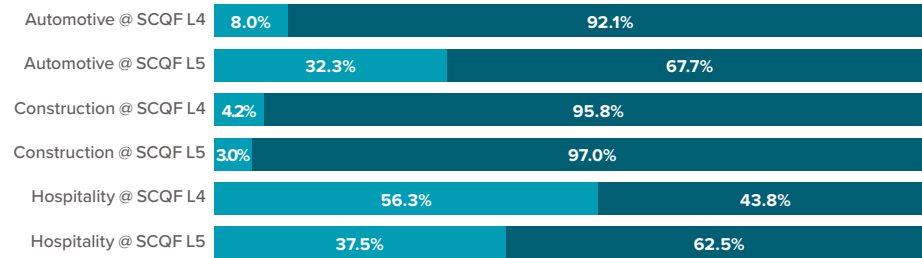


Annex 1 (continued)

FA framework uptake by cohort and gender

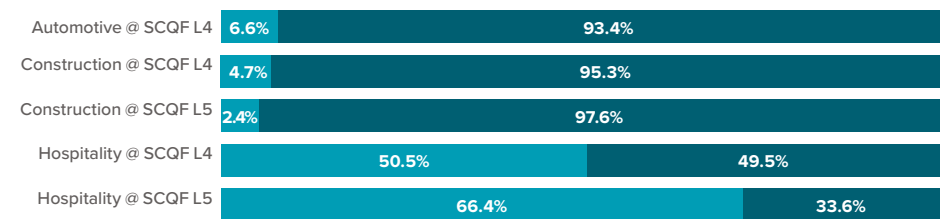
Cohort 4 (Level 4/5 pilot)

Female Male



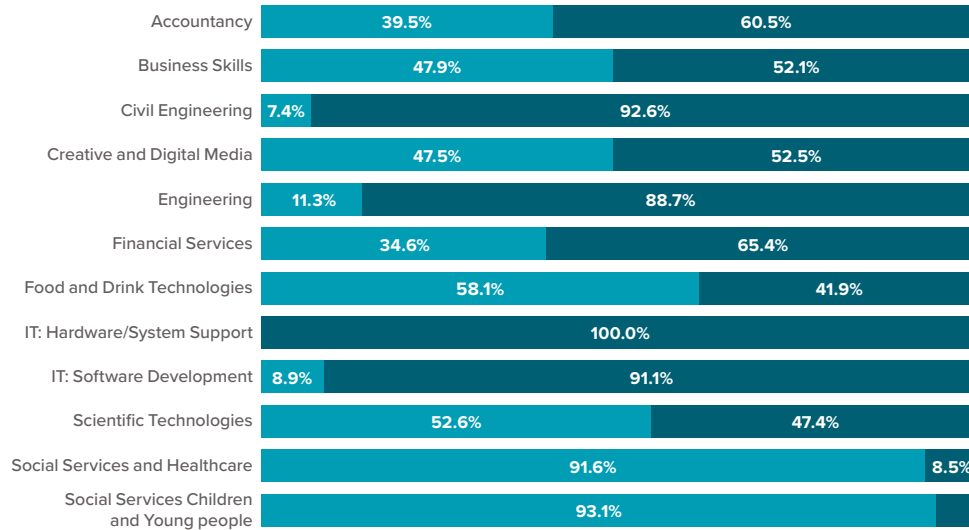
Cohort 5 (SCQF Level 4/5 pilot)

Female Male



Cohort 5 (SCQF Level 6)

Female Male



Annex 2A

Framework uptake by cohort and delivery model

	2016	2017	2018	2019	2020
Framework	Cohort 1 SCQF L6	Cohort 2 SCQF L6	Cohort 3 SCQF L6	Cohort 4 SCQF L6	Cohort 5 SCQF L6
2 Years	346	1158	1416	2428	1779
Accountancy @ L6	-	-	28	80	82
Business Skills @ L6	5	58	81	201	126
Civil Engineering @ L6	47	86	94	152	162
Creative and Digital Media @ L6	-	39	128	225	187
Engineering @ L6	71	227	292	450	302
Financial Services @ L6	38	32	13	23	12
Food and Drink Technologies @ L6	-	-	10	54	19
IT: Hardware/System Support @ L6	13	31	23	51	17
IT: Software Development @ L6	30	129	104	161	95
Scientific Technologies @ L6	-	20	37	67	34
Social Services and Healthcare @ L6	85	97	158	283	279
Social Services Children and Young People @ L6	57	439	448	681	464
1 Year		86	119	1022	1196
Accountancy @ L6	-	-	-	51	37
Business Skills @ L6	-	9	3	115	212
Civil Engineering @ L6	-	1	1	33	53
Creative and Digital Media @ L6	-	4	7	130	25
Engineering @ L6	-	5	12	20	14
Financial Services @ L6	-	22	-	18	24
Food and Drink Technologies @ L6	-	-	-	7	-
IT: Hardware/System Support @ L6	-	9	12	18	23
IT: Software Development @ L6	-	1	-	29	51
Scientific Technologies @ L6	-	-	2	41	63
Social Services and Healthcare @ L6	-	8	28	210	230
Social Services Children and Young People @ L6	-	27	54	350	346
Total	346	1,244	1,535	3,450	2,975

Annex 2B

Framework uptake by cohort and delivery model

	2019	2020
Framework	SCQF L4/5 Pilot	SCQF L4/5 Pilot
1 Year (SCQF L4/5)	442	1,265
Automotive @ SCQF L4	88	273
Automotive @ SCQF L5	31	-
Construction @ SCQF L4	143	296
Construction @ SCQF L5	132	377
Hospitality @ SCQF L4	32	200
Hospitality @ SCQF L5	16	119
Total	442	1,265

Annex 3

FAs by local authority

Local Authority	2016		2017		2018		2019				2020			
	Cohort 1 SCQF L6		Cohort 2 SCQF L6		Cohort 3 SCQF L6		Cohort 4 SCQF L6		SCQF L4/5 Pilot		Cohort 5 SCQF L6		SCQF L4/5 Pilot	
	Opportunities realised	In Training	Opportunities realised	In Training	Opportunities realised	In Training	Opportunities realised	In Training	Opportunities realised	In Training	Opportunities realised	In Training	Opportunities realised	In Training
Aberdeen City	*	-	31	-	24	-	96	33	-	-	127	112	12	9
Aberdeenshire	20	-	45	-	37	-	318	41	-	-	361	337	170	158
Angus	9	-	40	-	29	-	110	46	50	11	89	81	60	59
Argyll & Bute	*	-	7	-	9	-	65	19	8	-	75	62	-	-
Clackmannanshire	*	-	*	-	39	-	68	33	*	-	26	25	22	17
Dumfries & Galloway	-	-	*	-	39	-	62	21	-	-	108	91	-	-
Dundee City	*	-	9	-	21	-	89	44	7	-	123	114	14	14
East Ayrshire	-	-	9	-	13	-	29	12	-	-	30	27	-	-
East Dunbartonshire	10	-	25	-	20	-	65	29	25	17	62	58	10	5
East Lothian	*	-	7	-	32	-	62	35	-	-	52	50	-	-
East Renfrewshire	7	-	48	-	67	-	61	31	11	8	43	40	5	5
Edinburgh, City of	14	-	33	-	43	-	146	76	-	-	114	114	-	-
Falkirk	16	-	16	-	77	-	199	98	13	-	132	132	62	54
Fife	27	-	239	-	167	-	204	103	*	-	238	203	112	112
Glasgow City	29	-	100	-	127	-	265	80	60	51	223	175	103	79
Highland	47	-	70	-	85	-	150	49	22	*	195	165	67	61
Inverclyde	23	-	31	-	31	-	13	-	-	-	32	24	-	-
Midlothian	*	-	17	-	6	-	53	30	-	-	51	45	79	78
Moray	-	-	24	-	29	-	68	40	-	-	43	38	-	-
Na h-Eileanan Siar	10	-	12	-	18	-	50	36	8	7	25	25	29	29
North Ayrshire	*	-	9	-	25	-	73	33	-	-	59	51	-	-
North Lanarkshire	27	-	204	-	216	-	458	144	198	*	93	72	176	165
Orkney Islands	-	-	*	-	*	-	22	15	-	-	19	16	-	-
Perth & Kinross	19	-	35	-	47	-	108	65	6	-	85	74	-	-
Renfrewshire	15	-	24	-	25	-	48	14	-	-	45	36	-	-
Scottish Borders	-	-	8	-	-	-	17	12	-	-	32	26	-	-
Shetland Islands	11	-	7	-	*	-	6	5	-	-	12	12	-	-
South Ayrshire	6	-	17	-	14	-	58	28	-	-	26	23	-	-
South Lanarkshire	-	-	46	-	142	-	256	113	-	-	223	194	233	178
Stirling	15	-	*	-	58	-	81	41	26	-	53	53	82	78
West Dunbartonshire	*	-	40	-	37	-	35	8	-	-	64	58	-	-
West Lothian	15	-	70	-	72	-	116	47	-	-	114	101	29	26
Total	346	0	1,244	0	1,535	0	3,450	1,381	442	99	2,975	2,634	1,265	1,127

Annex 4

Schools with pupils undertaking an FA

Local Authority	2016 % of schools in LA with FAs	2017 % of schools in LA with FAs	2018 % of schools in LA with FAs	2019 % of schools in LA with FAs		2020 % of schools in LA with FAs	
	Cohort 1 SCQF L6	Cohort 2 SCQF L6	Cohort 3 SCQF L6	Cohort 4 SCQF L6	SCQF L4/5 Pilot	Cohort 5 SCQF L6	SCQF L4/5 Pilot
Aberdeen City	16.7%	84.3%	75.0%	100.0%	-	100.0%	36.4%
Aberdeenshire	23.6%	82.4%	70.6%	100.0%	11.8%	100.0%	52.9%
Angus	50.0%	87.5%	75.0%	100.0%	50.0%	100.0%	75.0%
Argyll & Bute	11.1%	22.2%	33.3%	77.8%	11.1%	77.8%	-
Clackmannanshire	33.3%	66.7%	100.0%	100.0%	66.7%	100.0%	66.7%
Dumfries & Galloway	-	43.8%	43.8%	75.0%	-	75.0%	-
Dundee City	25.0%	37.5%	87.5%	100.0%	50.0%	100.0%	50.0%
East Ayrshire	-	55.6%	44.4%	87.5%	-	71.4%	-
East Dunbartonshire	62.5%	87.5%	75.0%	100.0%	100.0%	100.0%	50.0%
East Lothian	16.7%	33.3%	66.7%	100.0%	-	100.0%	-
East Renfrewshire	28.6%	100.0%	100.0%	85.7%	57.1%	85.7%	57.1%
Edinburgh, City of	17.4%	60.9%	65.2%	87.0%	-	95.7%	-
Falkirk	62.5%	75.0%	100.0%	100.0%	25.0%	100.0%	87.5%
Fife	44.4%	88.9%	100.0%	100.0%	5.6%	100.0%	77.8%
Glasgow City	38.7%	67.7%	83.9%	93.5%	61.3%	100.0%	41.9%
Highland	55.2%	69.0%	72.4%	96.6%	20.7%	89.7%	27.6%
Inverclyde	83.3%	100.0%	100.0%	66.7%	-	100.0%	-
Midlothian	16.7%	66.7%	66.7%	100.0%	-	100.0%	100.0%
Moray	-	87.5%	100.0%	100.0%	-	100.0%	-
Na h-Eileanan Siar	25.0%	50.0%	50.0%	75.0%	25.0%	50.0%	50.0%
North Ayrshire	22.2%	66.7%	88.9%	100.0%	-	100.0%	30.4%
North Lanarkshire	34.8%	82.6%	100.0%	100.0%	91.3%	69.6%	-
Orkney Islands	-	40.0%	20.0%	40.0%	-	40.0%	-
Perth & Kinross	50.0%	60.0%	72.7%	81.8%	-	72.7%	-
Renfrewshire	72.7%	72.7%	72.7%	81.8%	-	72.7%	-
Scottish Borders	-	33.3%	-	66.7%	-	88.9%	-
Shetland Islands	14.3%	14.3%	14.3%	14.3%	-	28.6%	-
South Ayrshire	12.5%	50.0%	75.0%	100.0%	-	87.5%	-
South Lanarkshire	-	70.6%	94.1%	94.1%	-	94.1%	100.0%
Stirling	100.0%	28.6%	100.0%	100.0%	28.6%	85.7%	100.0%
West Dunbartonshire	16.7%	50.0%	100.0%	83.3%	33.3%	83.3%	-
West Lothian	45.5%	100.0%	100.0%	100.0%	9.1%	100.0%	54.5%
Total Number of schools delivering FA	113	239	272	325	65	325	120

Annex 5

Foundation Apprenticeship Group Award components – example frameworks

FA Creative and Digital Media

- A National Progression Award (NPA) in Creative and Media at SCQF Level 6
- Work Based Learning Units that form part of the Diploma in Creative Digital Media at SCQF Level 7 or Customised Units
- Media Project Unit at SCQF Level 6
- A substantial work placement

Examples of course units include:

- **NPA**
 - Creative Industries: An Introduction – Scotland
 - Creative Industries understanding a creative brief
- **Work Based Learning**
 - Communicating Using Digital Marketing/Sales Channels
 - Use Digital and Social Media in Marketing Campaigns

Work Based Skills: Automotive Skills L4

- A Skills for Work National Award in Automotive Skills at SCQF Level 4
- Work Based Challenge Unit
- Employer involvement supporting project activity as part of the Work Based Skills Challenge.

Examples of course units include:

- **Skills for Work**
 - Automotive Skills: The Technician
 - Automotive Skills: The Vehicle Modification Project
- **Work Based Challenge Unit**
 - Project based element complementing the learning outcomes within the NPA units and the development of learners' meta-skills

Work Based Skills: Hospitality L5

- A Skills for Work National Award in Hospitality at SCQF Level 5
- Work Based Challenge Unit
- Employer involvement supporting project activity as part of the Work Based Skills Challenge.

Examples of course units include:

- **Skills for Work**
 - Hospitality: Front of House Operations
 - Hospitality: Events
- **Work Based Challenge Unit**
 - Project based element complementing the learning outcomes within the NPA units and the development of learners' meta-skills

FA Civil Engineering

- A National Certificate (NC) in Civil Engineering at SCQF Level 6
- Work Based Learning Units
- A substantial work placement

Examples of course units include:

- NC
- Construction Site Surveying: An Introduction
- Civil Engineering Technology

Work Based Learning

- Maintain Professional Relationships and Practice in Built – Environment Design
- Develop and Maintain Working Relationships and Personal Development in Construction

Annex 6

All destinations for all participants

Destination	2016			2017			2018		
	Cohort 1 SCQF L6			Cohort 2 SCQF L6			Cohort 3 SCQF L6		
	Achievers	Partial achievers	No achievement	Achievers	Partial achievers	No achievement	Achievers	Partial achievers	No achievement
Other FA	-	-	-	-	*	-	-	*	*
Employment or MA	35	41	18	112	121	22	135	125	50
College	64	28	9	218	143	22	245	151	40
University	25	9	*	146	31	-	302	51	*
Other training	*	5	*	*	10	7	-	6	10
Remain in school	-	59	37	18	185	185	24	207	155
Not yet recorded	-	-	-	-	-	-	-	-	-
Unemployed	*	*	*	*	6	5	9	*	*
Unknown	-	*	*	-	*	-	-	6	*
Total	129	146	71	502	501	241	715	557	263
No longer in training	346			1,244			1,535		
Still in training	0			0			0		
Total Cohort	346			1,244			1,535		

Annex 6 (continued)

All destinations for all participants

Destination	2019						
	Cohort 4 SCQF L6			SCQF L4/5 Pilot			
	Achievers	Partial achievers	No achievement	Achievers	Partial achievers	No achievement	Achievement unknown
Other FA	-	*	7	-	-	-	-
Employment or MA	82	94	74	13	8	*	-
College	223	170	80	36	13	*	-
University	347	72	6	7	*	*	-
Other training	*	21	21	*	*	*	-
Remain in school	50	237	437	57	13	18	*
Not yet recorded	6	52	16	-	22	27	-
Unemployed	18	9	15	*	-	-	-
Unknown	*	*	14	-	-	-	*
Total	734	665	670	203	60	57	23
No longer in training	2,069			343			
Still in training	1,381			99			
Total Cohort	3,450			442			

Annex 6 (continued)

All destinations for all participants

Destination	2020							
	Cohort 5 SCQF L6				SCQF L4/5 Pilot			
	Achievers	Partial achievers	No achievement	Achievement unknown	Achievers	Partial achievers	No achievement	Achievement unknown
Other FA	-	-	*	-	-	-	-	-
Employment or MA	-	*	16	9	-	-	-	*
College	-	-	15	12	-	-	-	-
University	-	-	-	-	-	-	-	-
Other training	-	-	8	7	-	-	-	*
Remain in school	-	*	138	71	-	-	-	*
Not yet recorded	-	*	19	31	-	*	*	129
Unemployed	-	-	*	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-
Total	-	10	201	130	-	*	*	135
No longer in training	341				138			
Still in training	2,634				1,127			
Total Cohort	2,975				1,265			

Annex 7

FA employers by school local authority

	2016	2017	2018	2019
School Local Authority	Cohort 1 SCQF L6	Cohort 2 SCQF L6	Cohort 3 SCQF L6	Cohort 4 SCQF L6
Aberdeen City	*	8	9	19
Aberdeenshire	*	6	15	51
Angus	*	11	7	28
Argyll & Bute	*	*	*	20
Clackmannanshire	*	*	6	9
Dumfries & Galloway	-	8	10	20
Dundee City	*	5	8	16
East Ayrshire	-	6	*	-
East Dunbartonshire	5	14	11	30
East Lothian	-	*	8	22
East Renfrewshire	*	19	26	19
Edinburgh, City of	*	12	13	10
Falkirk	*	*	6	11
Fife	*	31	25	5
Glasgow City	12	26	36	71
Highland	17	29	26	28
Inverclyde	6	11	6	*
Midlothian	-	9	*	*
Moray	-	12	14	16
Na h-Eileanan Siar	-	*	*	-
North Ayrshire	*	*	8	*
North Lanarkshire	5	25	31	43
Orkney Islands	-	*	*	-
Perth & Kinross	6	14	18	29
Renfrewshire	6	10	10	10
Scottish Borders	-	*	-	*
Shetland Islands	*	4	*	*
South Ayrshire	*	6	6	*
South Lanarkshire	-	14	32	41
Stirling	*	*	8	9
West Dunbartonshire	*	13	14	6
West Lothian	5	23	25	25
Total	79	273	293	434

Skills Development Scotland
1st Floor, Monteith House
11 George Square
Glasgow G2 1DY

www.sds.co.uk



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