



Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

College Foundation Apprenticeship places for AY 2021-22

SFC Guidance

Issue Date: 27 August 2021

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Summary: Guidance for colleges on the delivery of Foundation Apprenticeships in Academic Year 2021-22.

FAO: Principals of Scotland's colleges

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College Foundation Apprenticeship places for AY 2021-22

Introduction

1. I am writing to provide guidance on Foundation Apprenticeship places for colleges in Academic Year (AY) 2021-22, including funding allocations, eligibility criteria and reporting requirements.
2. As announced in March 2021 and confirmed in the [Final College Funding Allocations for AY 2021-22](#), published at the end of May 2021, the Scottish Funding Council (SFC) is responsible for the funding of Foundation Apprenticeships (FAs) delivered directly through Scotland's colleges from AY 2021-22. FAs that are delivered through local authorities or independent training providers will continue to be funded by Skills Development Scotland (SDS). Additional funding was made available to support the transition of college FAs from SDS to SFC. This guidance relates to this transition year and we aim to streamline the guidance in future years.
3. The [Final College Funding Allocations for AY 2021-22](#) confirmed the allocation and distribution of 30,354 credits (3,162 starts) for FAs in AY 2021-22, with £8.8 million of associated funding for this activity.
4. This document has been produced to assist colleges to deliver FAs at Scottish Credit and Qualifications Framework (SCQF) Levels 4, 5 and 6 in AY 2021-22. The options include FA SCQF L6 Two Year Delivery Model or Shorter Duration Delivery Model (SDDM), and FA SCQF L4/5 One Year Delivery Model plus additional 1 year for Additional Support Needs (ASN) if appropriate.

Background

5. FAs are a model of work-based learning introduced in 2014-15, offering senior phase school pupils access to structured work-based learning to industry-recognised standards at SCQF level 6. FA's offer work-based learning opportunities delivered primarily in schools for pupils in S3-S6. The model has evolved since 2014; in the first two years delivery was exclusively through colleges and has since extended to include local authorities and independent learning providers as lead partners and pilot programmes at SCQF L4/5 pilots.
6. The aim of the programme is to create a high quality work-based learning experience within S3 through to the senior phase of education (S4-S6) that:
 - i Offers learners the opportunity to develop accredited skills and capability within a work-based context;
 - ii Enables employers to make a structured contribution to the learning of school age pupils by providing real-life work-based situations and projects;

- iii Develops meta-skills within individuals that can contribute to work readiness and create high performing employees.
7. The SCQF L4/5 has extended the SCQF L6 FA offer requiring a different model of delivery to FAs at L6 by focusing on:
- a. Delivery in schools supported by expertise from employers, practitioners and other experts as required;
 - b. Project-based learning that can be related to the school curriculum; and
 - c. Emphasis on the development of meta-skills for learners using work-based projects and situations.

Policy drivers

8. The key policy drivers for FAs are set out below.

Developing the Young Workforce

9. FAs support the Scottish Government's Youth Employment Strategy (2014) which calls for an improved relationship between employment and education and a greater focus on vocational training and industry recognised vocational qualifications. The strategy also calls for all pupils to have "work relevant educational experiences" that offer a rich blend of learning and which will seek to tackle "structural and recurring youth unemployment".

National outcomes and regional outcome agreements

10. FAs support the delivery of SFC's strategic outcome of greater innovation in the economy and the Scottish Government's strategic priority of high quality learning in a system which is seamlessly connected for the learner. This includes learning which prepares people well for the world of work and successful long-term careers, prioritising provision that meets known skills gaps in the economy.

National skills priorities

11. FAs support 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.

FA frameworks

12. There are twelve different FA frameworks at SCQF Level 6, two qualifications at SCQF Level 5 and three at SCQF Level 4. They are each designed to provide a work-based learning qualification that meets minimum standards of competence as defined by licensed Sector Skills Councils and industry. Each SCQF L6 FA framework contains three key components: skills, knowledge and competence.
13. There are three Level 4 and two Level 5 customised awards, each designed to provide a work-based learning qualification. Each Level 4/5 qualification contains two key components: a work-based learning project and a NPA/Skills for Work qualification. The customised awards are as follows:
 - Construction L4 and L5
 - Automotive L4
 - Hospitality L4 and L5

Delivery partnerships/consortia

14. Regional partnerships between colleges, LA's and employers are key to the delivery of a high-quality FA programme. The extensive expertise and experience of a multi-partnership approach has a strong role to play. It is recognised that each member of the multi-partnership approach will bring expertise which can support FAs and provide high quality delivery.

Eligibility criteria

15. To be eligible to participate in an approved FA framework, a student must satisfy the criteria set out below. Colleges shall use all reasonable endeavours to ensure that the student meets all the eligibility criteria as set out.
16. If, as a result of exceptional circumstances, any student has not completed their FA L6 framework prior to completing their senior phase of secondary education, the college should make every opportunity available to assist the student to complete the qualification. Further advice and support can be received through your SFC Outcome Agreement Manager and SDS contact.

(i) Domicile

A student must be domiciled in Scotland at their start date or be a student who is not domiciled in Scotland but whose S3 (for L4/5) or senior phase (for L4/5/6) of education is provided predominantly in Scotland.

(ii) Phase of education

At the commencement of their L6 FA a student must be in senior phase of education (i.e. S4-S6) and for their L4/5 a student must be in either S3 or the senior phase of education (i.e. S4-S6).

(iii) Demonstrable need and capability

The proposed student must have demonstrated appropriate ability to complete the selected FA framework whilst still participating in their S3/senior phase of education, whichever is appropriate to the SCQF level.

Timeframe for funded activity

17. Colleges should drawdown funding as they would for core funding and comply with SFC's [Credit Guidance](#).

Quality management

18. The Quality Standards that apply to FA Providers can be accessed in the SDS Learning Provider area of www.apprenticeships.scot. For colleges, through a Memorandum of Understanding, Education Scotland scrutinises college delivery of courses and programmes. However, this is not distilled to go down to FA programmes and therefore colleges should ensure there are no gaps between 'How Good are our Colleges' and the SDS WBL QA standards.
19. The Quality Standards assess the extent to which each college maintains capacity and capability to successfully deliver quality provider services throughout the period of delivery.

Allocation and reallocation of funding

20. SFC will allocate funds and associated credits to be delivered in our annual indicative and final funding announcements. This will be driven by senior phase school rolls and capacity of colleges to deliver FA activity.
21. Colleges are able to vire funding and credit activity between frameworks within the overall budget allocation however in doing so should be mindful of the overall target. Colleges must notify any virement through the ongoing engagement process with SFC and SDS and through the recruitment trackers ([Annex B](#)). This information will inform the formal process of reallocations of credits and funding outlined in paragraph 26 below.
22. Colleges should work with local authorities to meet demand within the region, up to the budget available. If colleges have capacity to deliver additional activity and there is unmet demand within the local authority then colleges should aim to deliver that activity and vice versa.

23. Colleges that do not have sufficient demand to fill the FA places allocated should relinquish the funding and associated credits in discussion with SFC. Consideration will firstly be given to reallocate unfulfilled places to regions with a lower share of FA places than their population of senior phase pupils would suggest. It is our aim to provide more equal access to FAs across all college regions.
24. The indicative timeline for allocation and reallocation is set-out below:
 - Indicative allocation credit target and associated funding for each college: February 2021.
 - Engagement with colleges regarding capacity to deliver target: March - April 2021.
 - Final funding allocation and credit target confirmed: May 2021.
 - Start of the AY - further engagement on targets: end July/August 2021.
 - Formal process of reallocation of credits and funding: September/October 2021.

Learner travel expenses

25. Travel expenses for learners will be funded by SDS at a rate of up to £1,000 for each student. Colleges are expected to draw this down at each SDS payment point in [Annex B](#). If a student leaves the programme early, the college is no longer eligible to drawdown travel expenses for that individual.

Monitoring and reporting

26. In developing a joint delivery model for AY 2021-22, the ambition of both SFC and SDS was to streamline, simplify and reduce the administrative burden for colleges in the delivery and reporting of FA's. Whilst it was not possible to move to a one system reporting method for AY 2021-22, we have reduced the volume of reporting required and it remains our ambition to further simplify the reporting process. We will work with the sector in the next AY to review, refine and co-create the future reporting methodology. For AY 2021-22 colleges will be required to report both through FIPS and FE Statistics (FES) as in previous years.
27. SFC will monitor the uptake of activity through college reporting and FES returns. The requirements for reporting through FES can be found in the [FES Guidance for AY 2021-22](#).
28. Programme performance will continue to be monitored through the joint arrangements between SFC and SDS ([Annex C](#)).

Programme performance

29. In performing its obligation to deliver FAs, colleges are expected to deliver the programme in such a manner as will ensure that the achieved performance levels meet the expected Key Performance Indicators within the programme outcome timescales. Colleges should ensure that they meet the minimum performance levels set out in [Annex C](#).

Marketing and communications requirements

30. In promoting the FAs, colleges should take appropriate positive action in marketing to schools, pupils and parents, with a view to improving representation where there is clear imbalance in provision, targeting gender, disability, ethnicity and people who have been in care. A marketing toolkit which provides further guidance on promotion of FAs is available at www.apprenticeships.scot/resources.

Conditions of funding

31. The following conditions apply:
- This funding must only be used for the purpose for which it is being allocated as set out in this guidance; that is, for the provision of FAs. SFC retains the right to audit relevant institutional data/records/documentation in order to satisfy itself that this is the case (and the institution undertakes that it will provide such assistance as SFC reasonably requires).
 - Use of funding must meet the eligibility criteria set out in this guidance.
 - Any under-delivery or shortfall in activity may result in the recovery of funding.
 - Colleges must provide data returns requested by SFC to the deadlines and standards specified, including FES reporting requirements.
 - Colleges must provide updates on the funded activity as requested by SFC.
 - In acknowledgement of SFC's funding contribution, our logo must be displayed on any publicity material relating to Foundation Apprenticeships after 2021 (signage, posters, website, etc.). You will also be required to display other logos in recognition of FA delivery – full details are contained within the marketing toolkit on www.apprenticeships.scot/resources.
32. SFC is committed to processing any personal data fairly, transparently and in accordance with the law. SFC's privacy notice is available on our website. SFC will use the information submitted by colleges to provide regular updates to the

Scottish Government on the current uptake and use of funding. (The Scottish Government's privacy notice is available on their website.)

Further information

33. In addition to this guidance document, the following annexes are also available to support this process:
- [Annex A: Breakdown of college credits by framework AY 2021-22](#)
 - [Annex B: FA delivery outcomes](#)
 - [Annex C: Programme performance](#)
 - [Annex D: Frequently Asked Questions \(FAQ's\)](#)
34. Any queries/requests for further information should be directed to Sharon Drysdale, Assistant Director, Skills & Economic Recovery, e-mail: sdrysdale@sfc.ac.uk.



James Dunphy

Director, Access, Learning and Outcomes

Breakdown of College Credits by Framework AY 2021-22

Starts by FA framework	Price group	Credits
1-Year Programmes		
Accounting	1	14
Business Skills	1	12.5
Civil Engineering	3	17
Creative & Digital Media	2	14.7
Engineering	3	26
Financial Services	1	13
Food and Drink Operations	2	13
IT: Hardware and System Support	2	12.8
IT: Software Development	2	13
Scientific Technologies	2	12
Social Services & Healthcare	2	13.2
Social Services (Children & Young People)	2	13
2-Year Programmes		
Accounting	1	7
Business Skills	1	6.25
Civil Engineering	3	8.5
Creative & Digital Media	2	7.35
Engineering	3	13
Financial Services	1	6.5
Food and Drink Operations	2	6.5
IT: Hardware and System Support	2	6.4
IT: Software Development	2	6.5
Scientific Technologies	2	6
Social Services & Healthcare	2	6.6
Social Services (Children & Young People)	2	6.5
1-Year Programmes		
Automotive (level 4)	3	7.0
Construction (level 4)	3	7.0
Hospitality (level 4)	3	7.0
1-Year Programmes		
Construction (level 5)	3	7.0
Hospitality (level 5)	3	7.0

FA delivery outcomes

As in previous years, colleges are required to provide outcome evidence through FIPs for performance management purposes, (and/or our agents and auditors). The outcomes, evidence source and due dates are set out in the tables below.

Level 6 Outcomes: Two-year Delivery Model

Outcome Number	Outcome	Due Date	Travel Claim Value	Evidence source
-	Reallocations	31 May 2021 31 July / August 2021	-	Recruitment Trackers 1 – 3 (Reallocations)
1	In-training volumes (June only) Final in-training volumes	30 Jun 2021 30 Sept 2021	£200 pro-rata	Student Registration Student data entered to system Equality monitoring Individual Learning Plan
2	Learner Progress	31 Jan 2022	£200 pro-rata	Learner Review Form SQA Entry Group Award
	Employer Engagement	31 Jan 2022		Employer Work Based Learning Declaration (1 per learner) Employer details entered to learner record
3	Learner Progress	30 Apr 2022	£150 pro-rata	Learner Review Form
4	Learner Progress	30 Nov 2022	£250 pro-rata	Learner Review Form
5	Learner Progress	30 Apr 2023	-	Learner Review Form
6	Final Achievement	31 Aug 2023	£200 pro-rata	SQA Connect Report Leaver destination details entered into system

Level 6 Outcomes: Shorter Duration Delivery Model

Outcome Number	Outcome	Due Date	Travel Claim Value	Evidence source
–	Reallocations	31 May 2021 31 July / August 2021	-	Recruitment Trackers 1 – 3 (Reallocations)
1	In-training volumes (June only) Final in-training volumes	30 Jun 2021 30 Sept 2021	£550 pro-rata	Student Registration Student data entered to system Equality monitoring form Individual Learning Plan Employer Work Based Learning Declaration (1 per learner) Employer details entered into System
2	Learner Progress	31 Jan 2022	£200 pro-rata	Learner Review Form SQA Entry Group Award
3	Learner Progress	30 Apr 2022	-	Learner Review Form
4	Final Achievement	31 Aug 2023	£250 pro-rata	SQA Connect Report Leaver destination details entered into System

Level 4/5 Outcomes: One Year Delivery

Outcome Number	Outcome	Due Date	Evidence
–	Reallocations	31 May 2021 31 July / August 2021	Recruitment Trackers 1 – 3 (Reallocations)
1	In-training volumes (June only) Final in-training volumes	30 Jun 2021 30 Sept 2021	Student Registration Student data entered to system Equality monitoring form Individual Learning Plan Employer details entered into System
2	Learner Progress	31 Dec 2021	Learner Review Form including main employer information SQA Entry Group Award

3	Learner Progress	30 Apr 2022	Learner Review Form
4	Final Achievement	30 Jun 2022	SQA Connect Report Leaver destination details entered to FIPS

Level 4/5 ASN Outcomes: Two Year Delivery (applicable when variation to delivery is required)

Outcome Number	Outcome	Due Date	Evidence
–	Reallocations	31 May 2021 31 July / August 2021	Recruitment Trackers 1 – 3 (Reallocations)
1	In-training volumes (June only) Final in-training volumes	30 Jun 2021 30 Sept 2021	Student Registration Student data entered to system Equality monitoring Individual Learning Plan Employer details entered into System
2	Learner Progress	31 Dec 2021	Learner Review Form including main employer information SQA Entry Group Award
3	ASN Year Required	31 Mar 2022	Learner Variation Request
4	Learner Progress	30 Apr 2022	Learner Review Form
5		30 Dec 2022	Learner Review Form
6		30 Apr 2023	Learner Review Form
7	Final Achievement	30 Jun 2023	SQA Connect Report Leaver destination details entered to FIPS

Programme performance

Colleges must also comply with the following:

SFC's [Conditions of College Funding](#)

SFC's [Credit Guidance](#)

SFC's [Outcome Agreement Guidance](#)

SFC's [FES Guidance](#)

In partnership with SFC, SDS will evaluate the achievements of each provider by assessing the achieved performance levels therefore you are required to make evidence available for performance management purposes.

The college shall ensure that it meets the minimum Performance Levels set out in the table below.

Key Performance Levels

#	KPL	Measure	Period Measured	Level of performance
1	Fulfilment of allocated volumes & retention levels	<p>Measure as a percentage, the number of new Starts properly entered in the system in against allocations.</p> <p>Measure as a percentage retention levels at the end of year one against actual starts</p> <p>Measure as a percentage of the number of starts in year 1 returning in year 2 (L6) ASN Year 2 returners (L4/5 only)</p>	<p>Jun 2021 – Sept 2021</p> <p>30 Sept 2021 – 30 Jun 2022</p> <p>30 Sept 2021 – 30 Sept 2022</p>	College shall ensure that the number of new Starts and those retaining are up to date and properly entered on system in the relevant Period/timescale set.

2	Fulfilment Work-based Learning outcome	Measure the submitted Employer Work-based Learning Declaration and employer data entered to learner's record.	2 Year Delivery Model - Year 1 of delivery – 31 Jan 2022 Shorter Duration Delivery Model Year 1 of delivery FA starts – 30 Sept 2021	The Provider must ensure that the funding credits and travel expenses claimed in the Period measured are supported by the outcome evidence. (See tables 1 – 4)
3	Continuous Improvement Action Plan or alternative reporting documentation (for Learning providers for 2020-22 FA delivery)	Measure in relation to the Learning Provider Continuous Improvement Action Plan or alternative reporting documentation 2020-22, whether Provider has:- completed the plan as at 1 year anniversary date and updated the plan at each of the required intervals. Provided immediately on request, all appropriate evidence of the actions stated within the plan.	Start date of 2020 CI Plan – 1 year anniversary	Provider shall ensure that it has fully complied with the requirements.

FAQs

Please refer to [FA FAQs](#) which are updated as required.