



Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

SFC GUIDANCE

REFERENCE: SFC/GD/04/2023

ISSUE DATE: 31/01/2023

College Foundation Apprenticeship places AY 2022-23



College Foundation Apprenticeship places AY 2022-23

ISSUE DATE:	31 January 2023
REFERENCE:	SFC/GD/04/2023
SUMMARY:	Guidance for colleges on the delivery of Foundation Apprenticeships in Academic Year 2022-23
FAO:	Principals of Scotland's colleges, and the general public
FURTHER INFORMATION:	CONTACT: Sharon Drysdale JOB TITLE: Deputy Director, Work-based Learning and Skills Programmes DIRECTORATE: Access, Learning & Outcomes TEL: 0131 313 6682 EMAIL: sdrysdale@sfc.ac.uk

Table of contents

College Foundation Apprenticeship places: AY 2022-23	5
Introduction.....	5
Background.....	5
Policy drivers.....	6
Developing the Young Workforce.....	6
National Outcomes and Regional Outcome Agreements.....	6
National skills priorities.....	6
FA frameworks.....	7
Delivery partnerships/consortia.....	7
Eligibility criteria.....	7
Domicile.....	7
Phase of education.....	8
Demonstrable need and capability.....	8
Timeframe for funded activity.....	8
Quality management.....	8
Allocation and reallocation of funding.....	8
Learner travel expenses.....	9
Monitoring and reporting.....	9
Programme performance.....	10
Marketing and communications requirements.....	10
Conditions of funding.....	10
Further information.....	11
Annex A	12
Breakdown of College Credits by Framework: AY 2022-23.....	12
Annex B	13
FA delivery outcomes.....	13
Level 6 Outcomes: Two Year Model (College allocations only).....	13
Level 6 Outcomes: Two Year Delivery Model (College allocations only).....	14

Level 4/5 Outcomes: One Year Delivery (College allocations only)	15
Level 4/5 ASN Outcomes: Two Year Delivery (College allocations only)	16
Annex C	17
Programme performance	17
Key Performance Levels	17
Annex D	19
Reporting template and guidance	19
Instructions.....	19
Definition of Foundation Apprenticeship	19
Annex E	20
Frequently Asked Questions (FAQs)	20

College Foundation Apprenticeship places: AY 2022-23

Introduction

1. I am writing to provide guidance on Foundation Apprenticeship places for colleges in Academic Year (AY) 2022-23, including funding allocations, eligibility criteria and reporting requirements.
2. As announced in March 2022 and confirmed in the [Final College Funding Allocations for AY 2022-23](#), published at the end of May 2022, the Scottish Funding Council (SFC) is responsible for the funding of Foundation Apprenticeships (FAs) delivered directly through Scotland's colleges.
3. The [Final College Funding Allocations for AY 2022-23](#) confirmed the allocation and distribution of 30,348 credits (2,500 starts) for FAs in AY 2022-23, 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 2022-23. The options include FA SCQF Level 6 Two Year Delivery Model or Shorter Duration Delivery Model (SDDM), and FA SCQF Level 4/5 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 been extended to include Local Authorities (LAs) and independent learning providers as lead partners and pilot programmes at SCQF Level 4/5 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:
 - Offers learners the opportunity to develop accredited skills and capability within a work-based context.
 - Enables employers to make a structured contribution to the learning of school age pupils by providing real-life work-based situations and projects.
 - Develops meta-skills within individuals that can contribute to work readiness and create high performing employees.

7. The SCQF Level 4/5 has extended the SCQF Level 6 FA offer, requiring a different model of delivery to FAs at Level 6 by focusing on:
 - Delivery in schools supported by expertise from employers, practitioners and other experts as required.
 - Project-based learning that can be related to the school curriculum.
 - 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 objective to invest in education that is accessible to learners from all backgrounds and throughout life; gives them a high-quality learning experience and supports them to succeed in their studies; provides opportunities to participate; and equips them to flourish in employment, further study and fulfilling lives. They also support 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.
11. SFC is firmly committed to work-based learning as part of the wider curriculum offer and is supportive of FAs as a vehicle for increasing work-based learning pathways. Institutions, where appropriate, will outline their plans for future collaborations to deliver FAs in their Regional Outcome Agreements.

National skills priorities

12. 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

13. 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 Level 6 FA framework contains three key components; skills, knowledge and competence.
14. 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 an NPA/Skills for Work qualification. The customised awards are as follows:
 - Construction Level 4 & Level 5.
 - Automotive Level 4.
 - Hospitality Level 4 & Level 5.

Delivery partnerships/consortia

15. 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

16. 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.
17. If, as a result of exceptional circumstances, any student has not completed their FA Level 6 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 Skills Development Scotland (SDS) contact.

Domicile

18. 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 Level 4/5) or senior phase (for Level 4/5/6) of education is provided predominantly in Scotland.

Phase of education

19. At the commencement of their Level 6 FA a student must be in senior phase of education (i.e. S4-S6), and for their Level 4/5 FA a student must be in either S3 or the senior phase of education (i.e. S4-S6).

Demonstrable need and capability

20. 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

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

Quality management

22. 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.
23. 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

24. SFC will allocate funds and associated credits to be delivered for FAs 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.
25. Colleges may utilise core credits to deliver additional FA places beyond their target allocation, if appropriate.
26. Colleges can vire funding and credit activity between frameworks within the overall budget allocation, however in doing so should be mindful of the overall target and the relevance of the provision to the needs of the regional economy. 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 29 below.
27. Colleges should work with LAs 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 LA, then colleges should aim to deliver that activity.

28. 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.
29. The indicative timeline for allocation and reallocation is set out below:
 - Indicative FA allocation credit target and associated funding for each college: March 2022.
 - Engagement with colleges regarding capacity to deliver target: March - April 2022.
 - Final funding allocation and credit target confirmed: May 2022.
 - Further engagement on targets: end July/August 2022.
 - Formal process of reallocation of credits and funding: September/October 2022.

Learner travel expenses

30. 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 funding 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

31. In developing a joint delivery model for AY 2022-23, the ambition of both SFC and SDS was to streamline, simplify and reduce the administrative burden for colleges in the delivery and reporting of FAs. For AY 2022-23, we are moving to a one system reporting method. Colleges should input FA information to FE Statistics (FES) only. SFC will share the data with SDS, with appropriate Information Governance arrangements in place.
32. In AY 2021-22 we reduced the volume of evidence and reporting required throughout the year and the changes made at that point will also be applied to this year. 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 2022-23 colleges will be required to report through FES only. For AY 2022-23 only, SFC will ask colleges to provide information on learner and employer contact details. SFC will share these with SDS to facilitate programme management. A template will be issued separately.
33. 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 Notes for AY 2022-23](#) and in [Annex D](#)

34. Programme performance will continue to be monitored through the joint arrangements between SFC and SDS ([Annex C](#)).

Programme performance

35. In performing its obligation to deliver FAs, colleges are expected to deliver the programme in such a manner as to 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

36. 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

37. 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 FAs 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.
38. 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

39. 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 2022-23](#)
- [Annex B: FA delivery outcomes](#)
- [Annex C: Programme performance](#)
- [Annex D: Reporting Template and Guidance](#)
- [Annex E: Frequently Asked Questions \(FAQ's\)](#)

40. Any queries/requests for further information should be directed to Sharon Drysdale, Deputy Director, Work-based Learning & Skills Programmes, e-mail: sdrysdale@sfc.ac.uk.



James Dunphy

Director, Access, Learning & Outcomes

Annex A

Breakdown of College Credits by Framework: AY 2022-23

FA Framework	Price group	Credits
Level 6: 1-Year Delivery 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 & Drink Operations	2	13
IT: Hardware & 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
Level 6: 2-Year Delivery 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 & Drink Operations	2	6.5
IT: Hardware & 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
Level 4: 1-Year Programmes		
Automotive	3	7.0
Construction	3	7.0
Hospitality	3	7.0
Level 5: 1-Year Programmes		
Construction	3	7.0
Hospitality	3	7.0

Annex B

FA delivery outcomes

41. As in previous years, colleges are required to provide outcome evidence on request 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 Model (College allocations only)

Outcome number	Outcome	Due date	Travel claim value	Evidence source	FES entry
–	Reallocations	31 May 2022 31 July / Aug 2022	-	Recruitment Trackers 1 – 3	
1	Student Enrolment	4 Nov 2022	£200 pro-rata	Student Enrolment Student data entered into FES SQA Entry Group Award Individual Learning Plan Colleges will be asked to retain the ILPs for audit purpose	FES Q1 FES Q1 FES Q1 Non FES
2	Learner Progress	31 Jan 2023	£200 pro-rata	Learner Review Form: 10% sample required. Colleges may use own form if covers SDS requirements.	Non FES – sample on request from SDS
	Employer Engagement	3 Feb 2023		Equality Monitoring Employer WBL Declaration – 1 per learner (SDS sample) Employer detail entered into Learner Record	FES Q2 Non FES Manual upload of FES data
3	Learner Progress	30 Apr 2023	£150 pro-rata	Learner Review Form 10% sample required	Non FES
4	Learner Progress	30 Nov 2023	£250 pro-rata	Learner Review Form 10% sample required	Non FES
5	Learner Progress	30 Apr 2024	-	Learner Review Form 10% sample required	Non FES
6	Final Achievement	30 June 2024	£200 pro-rata	Programme element result Leaver destination details entered into system	FES Q3 Final FES Sept 2024

Level 6 Outcomes: Two Year Delivery Model (College allocations only)

Outcome number	Outcome	Due date	Travel claim value	Evidence source	FES Entry
-	Reallocations	31 May 2022 31 July/Aug 2022	-	Recruitment Trackers 1 – 3	
1	Student Enrolment	4 Nov 2022	£550 pro-rata	Student Enrolment Student data entered to FES SQA Entry Group Award	FES Q1 FES Q1 FES Q1
	Employer Engagement			Individual Learning Plan Employer WBL Declaration – 1 per learner (SDS sample) Employer details entered into Learner Record	Non FES Non FES Manual upload of FES data
2	Learner Progress	31 Jan 2023 3 Feb 2023	£200 pro-rata	Learner Review Form 10% sample required. Colleges may use own form if covers SDS requirements. Equality Monitoring Learner Review Form Employer WBL Declaration – 1 per learner (SDS sample)	Non FES - Sample on request from SDS FES Q2 Non FES
3	Learner Progress	30 Apr 2023	-	Learner Review Form 10% sample required	
4	Final Achievement	30 June 2024 30 Sept 2024	£250 pro-rata	Programme element result Leaver destination details entered into system	FES Q3 Final FES Sept 2024

Level 4/5 Outcomes: One Year Delivery (College allocations only)

Outcome number	Outcome	Due date	Evidence source	FES Entry
–	Reallocations	31 May 2022 31 July / Aug 2022	Recruitment Trackers 1 – 3	
1	Student Enrolment	4 Nov 2022	Student Enrolment Student data entered into FES SQA Entry Group Award Individual Learning Plan	FES Q1 FES Q1 FES Q1 Non FES
	Employer Engagement		Employer details entered into Learner Record	Manual upload of FES data
2	Learner Progress	31 Jan 2023 3 Feb 2023	Learner Review Form 10% sample required. Colleges may use own form if covers SDS requirements. Equality Monitoring	Non FES – Sample on request from SDS FES Q2
3	Learner Progress	30 Apr 2023	Learner Review Form 10% sample required.	Non FES
4	Final Achievement	30 Jun 2024 30 Sept 2024	Programme element result Leaver destination details entered into system	FES Q3 Final FES Sept 2024

Level 4/5 ASN Outcomes: Two Year Delivery (College allocations only)

Outcome number	Outcome	Due date	Evidence source	FES Entry
–	Reallocations	31 May 2022 31 July / Aug 2022	Recruitment Trackers 1 – 3 (reallocations)	
1	Student Enrolment	4 Nov 2022	Student Enrolment Student data entered to FES SQA Entry Group Award Individual Learning Plan	FES Q1 FES Q1 FES Q1 Non FES
2	Learner Progress	31 Dec 2022	Learner Review Form: 10% sample required. Colleges may use own form if covers SDS requirements. Employer detail entered into Learner Record	Non FES – sample on request from SDS Manual upload of FES data
3	ASN Year Required	31 Mar 2023	Learner Review Form: 10% sample required	Non FES
4	Learner Progress	30 Nov 2023	Learner Variation Request to SFC	Non FES
5	Learner Progress	30 Apr 2023	Learner Review Form: 10% sample required	Non FES
6	Learner Progress	30 Apr 2024	Learner Review Form: 10% sample required	Non FES
7	Final Achievement	30 Jun 2024	Programme element result	FES Q3

Note: Applicable when variation to delivery is required.

Annex C

Programme performance

42. Colleges must also comply with the following SFC conditions/guidance for AY 2022-23:
- [Conditions of College Funding](#) (Annex A).
 - [Credit Guidance for Colleges](#).
 - [Outcome Agreement Guidance](#).
 - [FES Guidance notes](#).
43. 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.
44. 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	Measure as a percentage, the number of new starts properly entered in the system in against allocations.	June 2022 – Sept 2022	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.
		Measure as a percentage, retention levels at end of year 1 against actual starts.	30 Sept 2022 – 30 June 2023	
		Measure as a percentage of the number of starts in year 1 returning in year 2 (L6) ASN Year 2 returners (L4/5 only)	30 Sept 2022 – 30 Sept 2023	

#	KPL	Measure	Period measured	Level of performance
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 2023 Shorter Duration Delivery Model Year 1 of delivery FA starts – 30 Sept 2022	Colleges 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 2021 CI Action Plan – 1 year anniversary	Provider shall ensure that it has fully complied with the requirements.

Annex D

Reporting template and guidance

Field	Notes
Programme Directory Number	This number is a unique serial number which identifies each programme and allows mapping to FES 2 data. For all colleges, the first two characters are unique for each college. The remaining characters, with exception of the final character, are the college's own choice. For all programmes, the final character denotes the year of the programme
Student Matriculation Number	The college's unique student identifier
Enrolment Number	Must match that used in FES 2 return
Learner Email Address	Learner email address
Employer Placement Details (Organisation Name)	Name of organisation
Employer Contact Name	Named contact at placement organisation
Employer Street Name	Street name and building number (if applicable) of employer
Employer City	City of employer
Employer Post Code	Postcode of employer

Instructions

A template will be forwarded to colleges to complete and return to SFC.

A named contact at each institution should contact datarequests@sfc.ac.uk to request access to SFC Secure Share, a secure data transfer facility only accessible by SFC analysts.

The 'Data' tab of this table should be populated with the above-listed information for each enrolment to Foundation Apprenticeships in 2022-23.

On completion of this template, please upload it to Secure Share for retrieval by SFC.

Please contact datarequests@sfc.ac.uk for assistance.

Definition of Foundation Apprenticeship

Qualification Aim = '40' from FES 2 guidance code list O

Annex E

Frequently Asked Questions (FAQs)

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