



Foundation Apprenticeship Report

Published 26 June 2025

**Incorporating SCQF Levels 6, 5 and 4
For Cohorts 1-7 (up to academic year 2022/23)**

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Introduction

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

FAs are designed to enhance and expand existing pathways from school, with multiple progression routes on completion to work (including Modern and Graduate Apprenticeships), college, or university. Pupils have scheduled periods during their school timetables to undertake their FA. Delivery of FA learning takes place in college or learning provider premises with a practical, work-based element undertaken with a participating employer.

This is the second year that this report has been jointly published by Skills Development Scotland (SDS) and the Scottish Funding Council (SFC), following the Code of Practice for Statistics. Detailed supplementary data tables are available in Microsoft Excel format on the [SDS website](#). This is the first year that data from SDS and SFC systems has been combined for reporting, which has led to a delay in the publication of the report.

Development of Foundation Apprenticeships

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

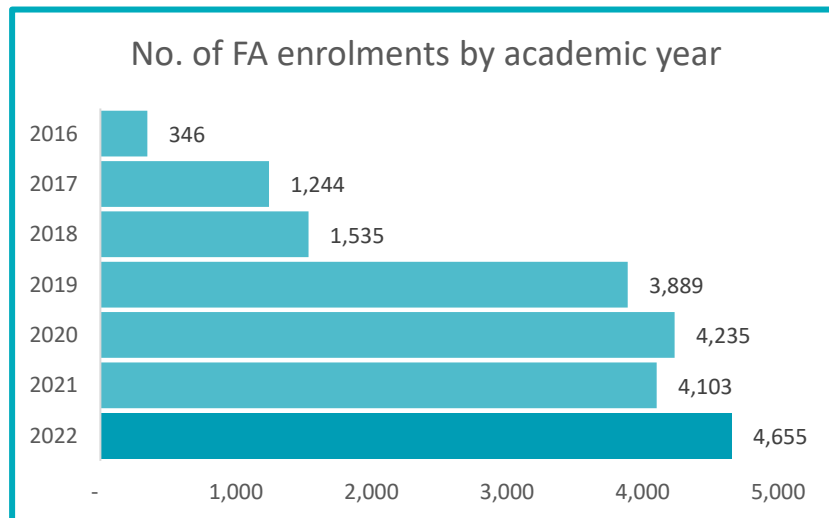
Responsibility for the funding of FAs was split between SDS and SFC, for any new enrolments, from academic year 2021/22 onwards. SFC is accountable for the funding it allocates to colleges in relation to FAs. SDS is accountable for the FA funding it allocates to Local Authorities and Independent Learning Providers. SFC and SDS are working in collaboration to support the delivery of FAs.

Economic context

There was less disruption to learning in 2022/23 as many of the delivery adaptations introduced during the COVID-19 pandemic, including the use of virtual work placements and virtual employer interactions were no longer required. Despite a relatively positive economic outlook in early 2022, the rapid rise in inflation and the accelerating cost of living created increasingly challenging economic conditions, affecting individuals and businesses alike. FAs offer a means for participating businesses to access a pipeline of young talent, who may be their workforce of the future, and for pupils to gain a meaningful work placement offering experiential learning at key decision-making point in their education.

Key Results 2022/23

- Since their introduction in 2016 over 20,000 school pupils have enrolled on a Foundation Apprenticeship.



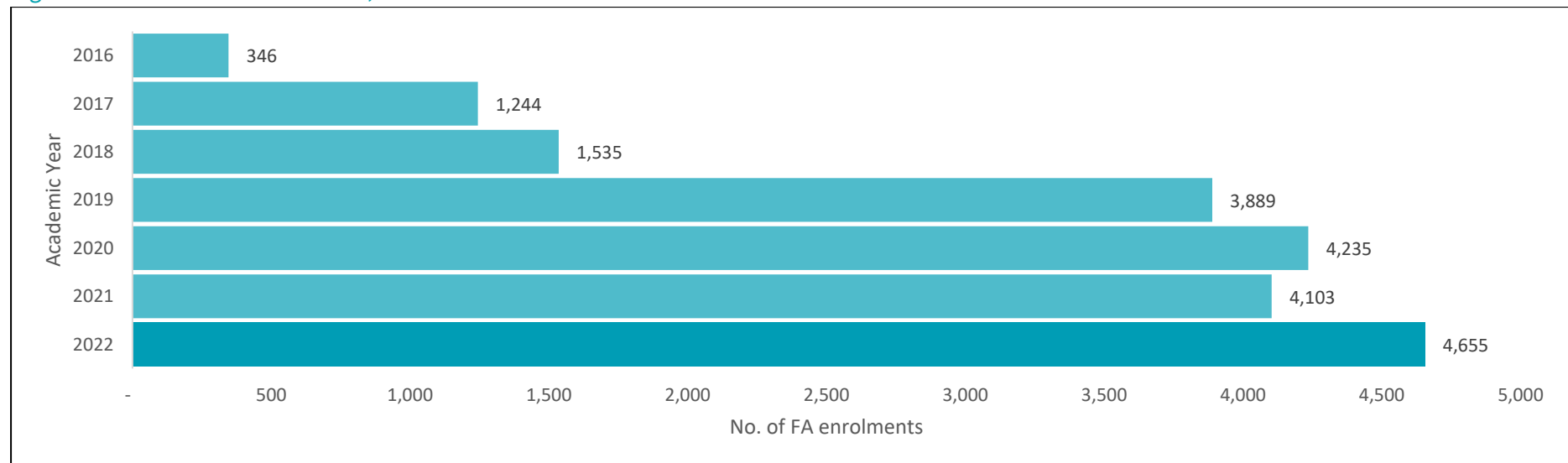
- Two frameworks – Social Services Children and Young People, and Social Services and Healthcare – accounted for almost half of all enrolments at SCQF level 6 in 2022.
- Construction frameworks made up more than half of all enrolments at SCQF level 4/5.
- The proportion of female enrolments at SCQF level 6 continues to increase, now at 63%.
- Now at its highest level, the proportion of FAs (at SCQF level 6) who self-identified as an ethnic minority increased to 9%.
- At SCQF level 6, the proportion of FAs who self-identified as having a disability increased to 21%.

Enrolments

Number of pupils enrolled on a Foundation Apprenticeship

Figure 1 illustrates the total number of FA enrolments by academic year. Figure 2 shows FA enrolments by SCQF level.

Figure 1: Number of FA enrolments, 2016-2022¹²³



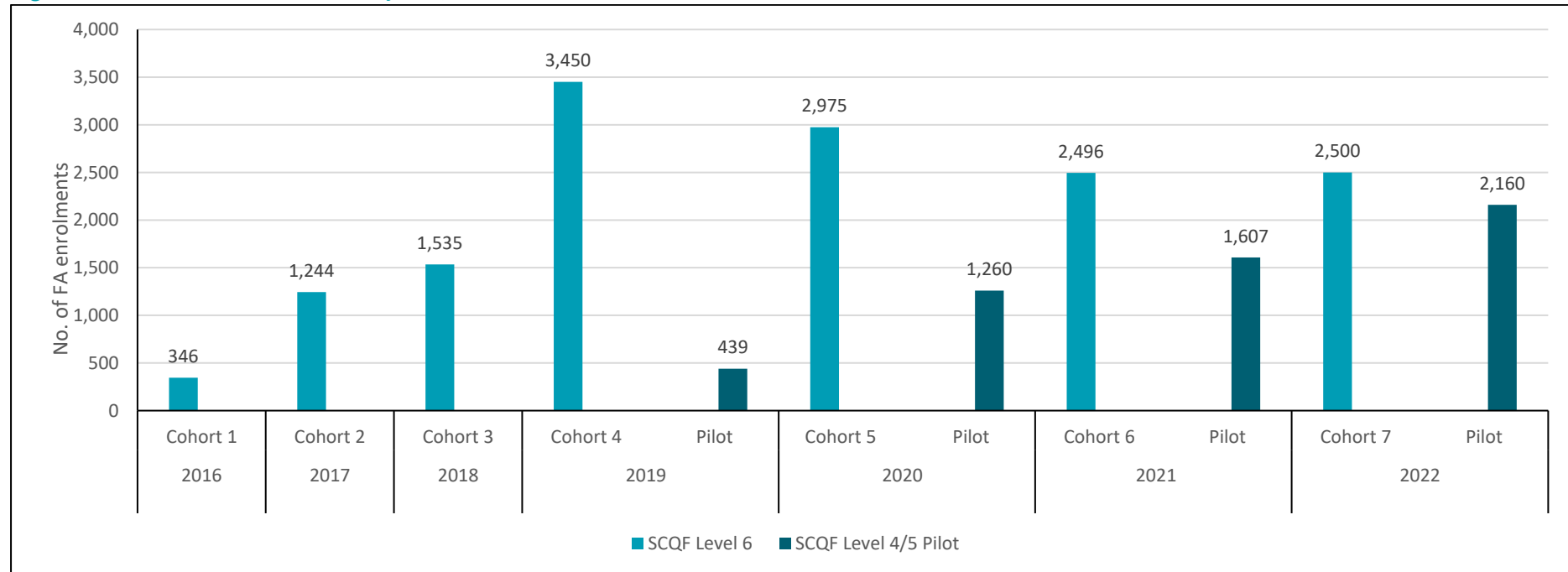
Every year, FAs are offered through colleges, local authorities, and independent learning providers based on their expected levels of demand from schools. Figure 1 shows the total number of FA enrolments each year, with the total of 2022 reaching 4,655 (552 more than in 2021, or +13.5%,

¹ Note that data for 2021 differs slightly from that previously published following a data validation exercise.

² For academic year 2022 there was 4,655 enrolments: 2,445 were funded via SDS, 2,115 were funded via SFC, and a further 95 were self-funded by local authorities to meet demand in their area.

³ Due to changes in official statistics procedures at SFC, from 2022 all pupil numbers have been rounded (either up or down) to the nearest multiple of 5. Therefore, the sum of a table column may not equal the total number of reported enrolments. Care should be taken in comparing 2022 to previous years, as changes may be disguised by the rounded figures.

Figure 2: Number of FA enrolments by SCQF level, 2016-2022



FAs form part of subject choices for school pupils, largely undertaken in S4, S5 or S6. In 2019, to respond to skills gaps in additional sectors and widen access to more experiential learning for school pupils, three new frameworks were offered at SCQF levels 4 and 5. The Scottish Funding Council and SDS currently, collectively, provide funding for up to 5,000 FA enrolments each year and, over time, the take up across FAs at levels 4,5 and 6 has shifted, with enrolments falling at level 6 to accommodate the increase in uptake at levels 4 and 5.

Table 1 and Figures 3A and 3B show the number and proportions of FA enrolments by gender.

At SCQF level 6, the proportion of females starting a FA has increased in 2022/23, with females now accounting for 63% of enrolments. This is largely due to the Social Services frameworks, which in line with industry trends, tend to be female dominated and accounted for over 40% of enrolments in 2022. FA enrolments by framework are provided in Table 2.

Table 1: Gender balance across all FA cohorts⁴

Year/ Cohort	SCQF level	Male enrolments	Female enrolments	Total enrolments where gender known
2016 Cohort 1	L6	174	172	346
2017 Cohort 2	L6	576	668	1,244
2018 Cohort 3	L6	666	869	1,535
2019 Cohort 4	L6	1,484	1,966	3,450
	L4/5	389	50	439
2020 Cohort 5	L6	1,251	1,724	2,975
	L4/5	1,037	222	1,259
2021 Cohort 6	L6	953	1,500	2,453
	L4/5	1,336	256	1,592
2022 Cohort 7	L6	915	1,540	2,455
	L4/5	1,770	360	2,130

⁴ In 2021, 58 pupils selected the option prefer not to say/in another way. In 2022 70 pupils selected the option of prefer not to say/in another way. These have been removed from the total when calculating percentages in this section.

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

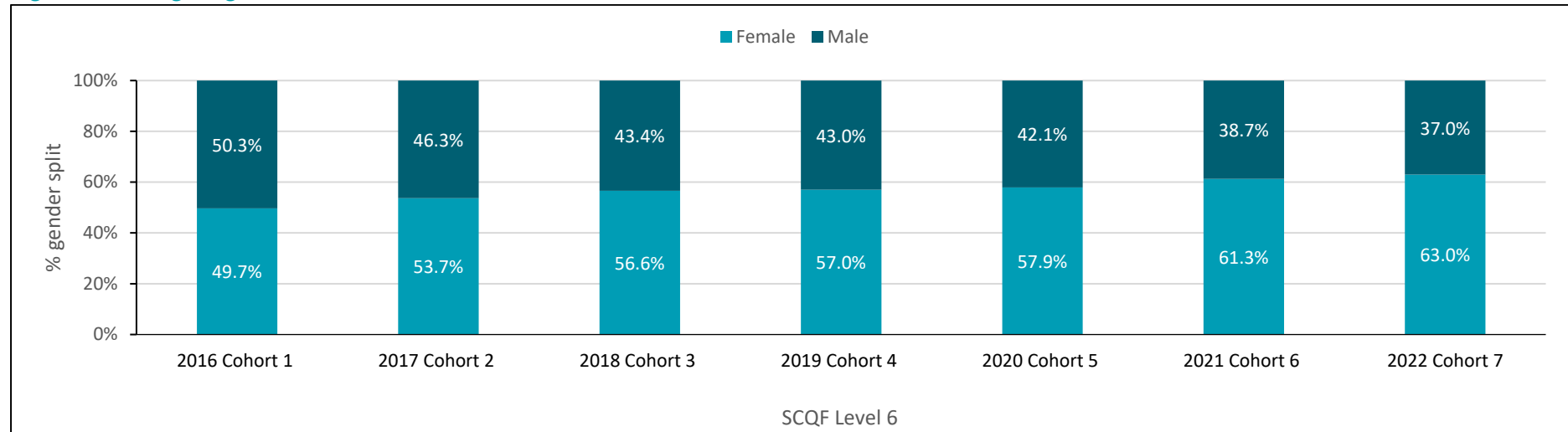
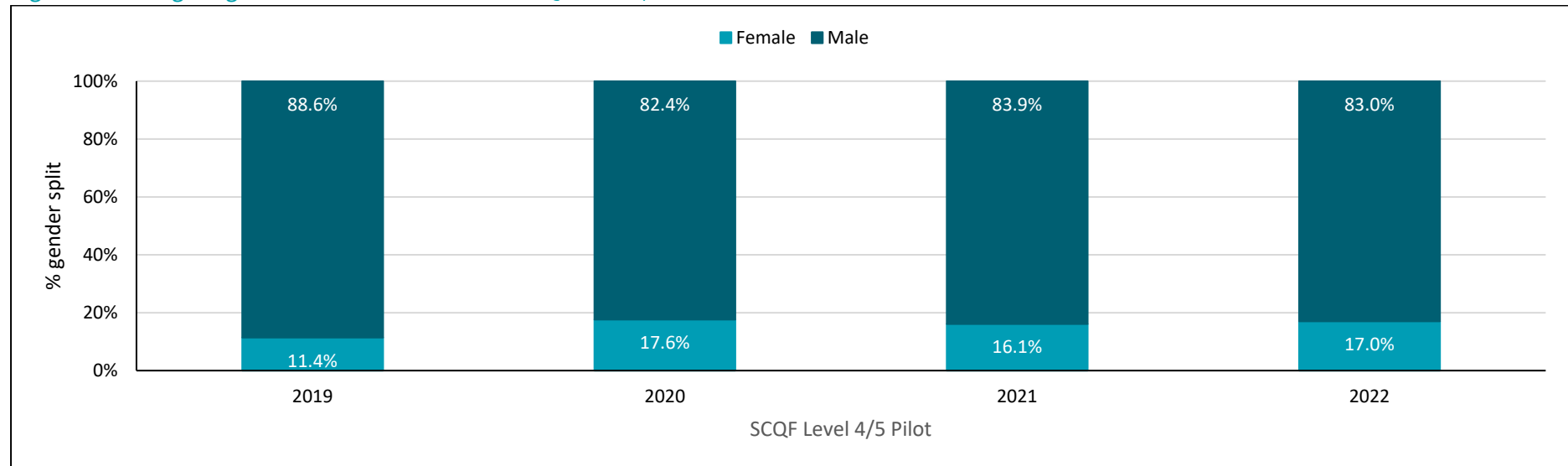


Figure 3B: Change in gender balance over time at SCQF level 4/5



Gender balance in FAs at SCQF level 6 has changed over the seven years of delivery. There was little difference in uptake by gender in the first three cohorts (2016-2018). As new frameworks, representing a broader range of industry sectors, have been introduced this balance has altered with females now accounting for 63% of enrolments in 2022, as shown in figure 3A.

In 2019, new pilot frameworks were introduced at SCQF levels 4 and 5. These were one-year FAs and are available in Hospitality, Construction at SCQF level 4 and 5, and Automotive at SCQF level 4. These qualifications have proven popular, with enrolments increasing almost five-fold between 2019 and 2022 and attracting more male pupils, in line with sector trends for Automotive and Construction, who represented 83% of enrolments in 2022.

FA Frameworks

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

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

Social Services – Children and Young People (795 enrolments)

Social Services and Healthcare (415 enrolments)

Creative and Digital Media (290 enrolments)

Tables 2A and 2B show the number of FA enrolments by framework over the last 7 years, illustrating the growth in take-up as FAs have become more widely available as part of school subject choices. At all SCQF levels, FA enrolment numbers rose to their highest ever in 2022, up by 13.5%, relative to the previous year. Starts at SCQF level 6 remained the same whilst starts at SCQF level 4/5 increased by 34.4%.

Table 2A: FA enrolments by framework (SCQF level 6), 2016-2022

FAs at SCQF level 6	2016 Cohort 1	2017 Cohort 2	2018 Cohort 3	2019 Cohort 4	2020 Cohort 5	2021 Cohort 6	2022 Cohort 7
Accountancy	-	-	28	131	119	67	70
Business Skills	5	67	84	316	338	265	280
Civil Engineering	47	87	95	185	215	151	135
Creative and Digital Media	-	43	135	355	305	292	290
Engineering	71	232	304	470	327	257	215
Financial Services	38	54	13	41	26	16	15
Food and Drink Technologies	-	-	10	61	43	29	30
IT: Hardware/System Support	13	40	35	69	40	6	15
IT: Software Development	30	130	104	190	146	145	125
Scientific Technologies	-	20	39	108	97	90	105
Social Services and Healthcare	85	105	186	493	508	460	415
Social Services Children and Young People	57	466	502	1,031	811	675	795
Undisclosed frameworks ⁵	-	-	-	-	-	43	-
Total – SCQF level 6	346	1,244	1,535	3,450	2,975	2,496	2,500

Table 2B: FA enrolments by framework (SCQF level 4/5 Pilot), 2019-2022

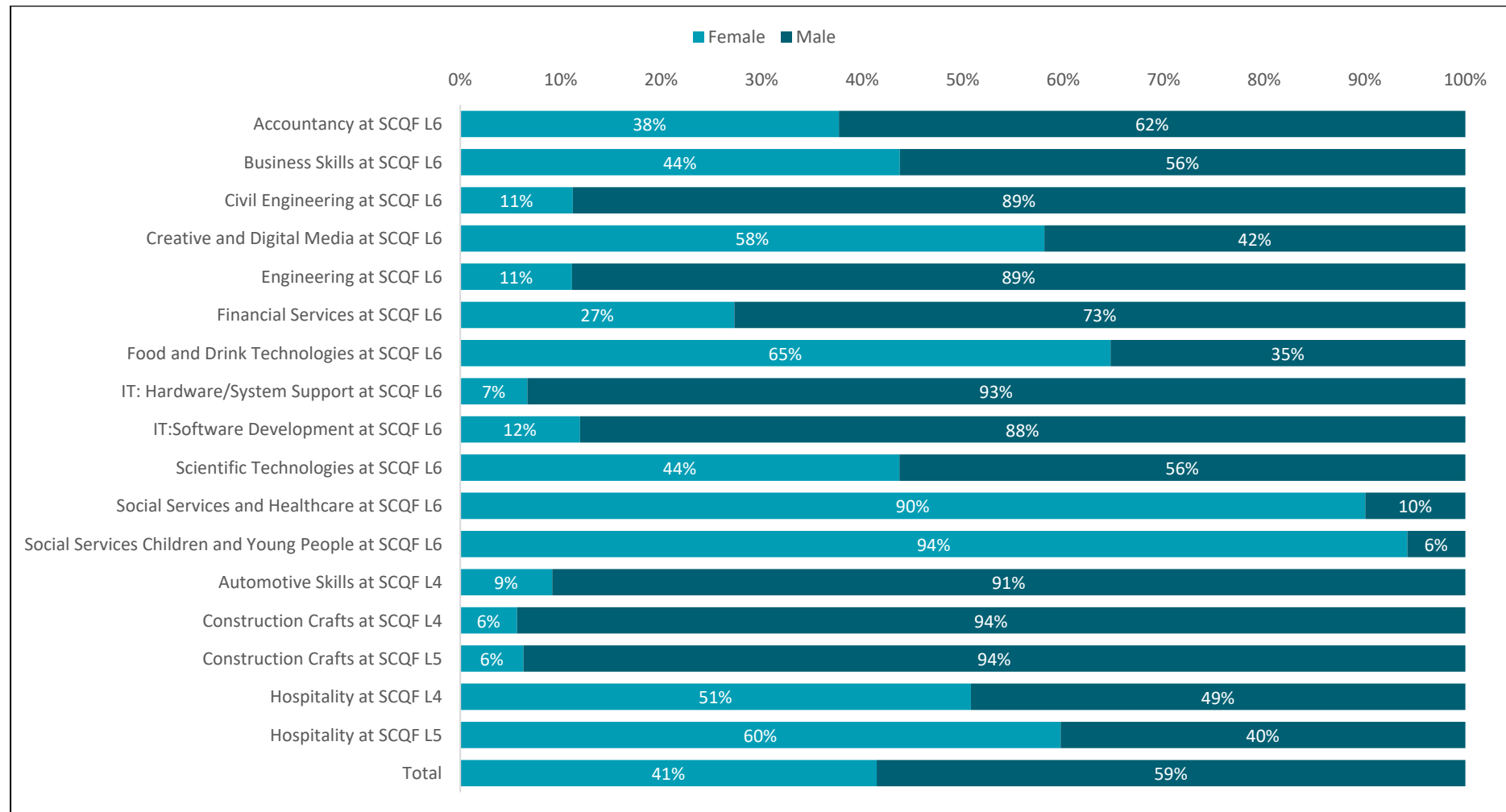
FAs at SCQF level 4/5 Pilot	2019	2020	2021	2022
Automotive L4	30	273	323	485
Automotive L5 ⁶	88	-	-	-
Construction L4	141	326	286	480
Construction L5	132	340	647	750
Hospitality L4	32	200	193	130
Hospitality L5	16	121	143	310
Undisclosed frameworks	-	-	15	-
Total – SCQF level 4/5	439	1,260	1,607	2,160

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

⁶ Automotive at level 5 was not offered after 2019.

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

Figure 4: Proportion of FA enrolments by framework and gender, 2022

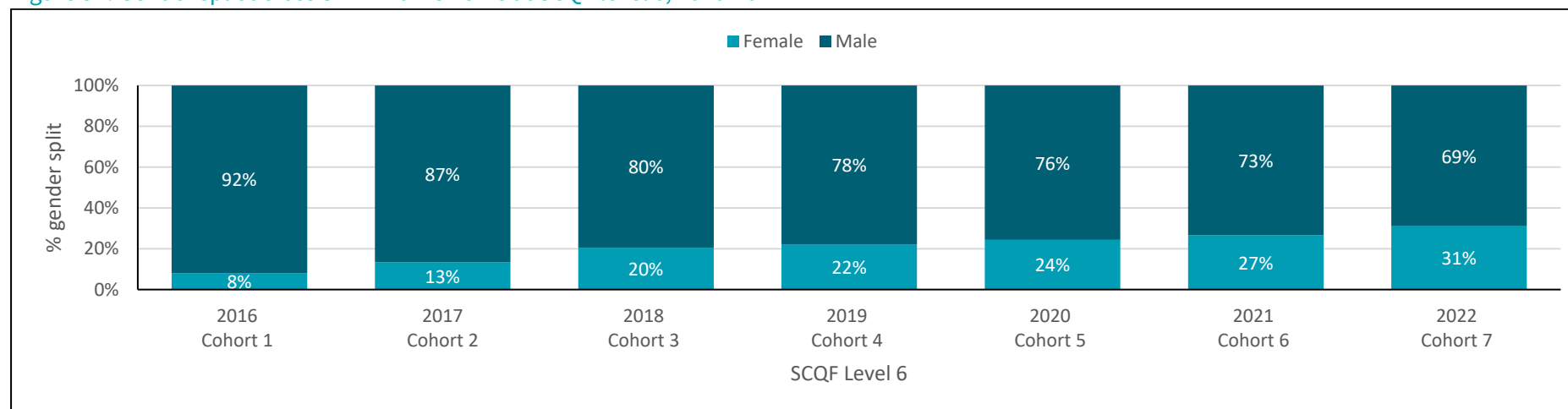


STEM opportunities

Science, Technology, Engineering, and Maths (STEM) related study continues to be a Scottish Government policy focus, with particular focus on the gender balance across STEM subjects. Based on the Scottish Government definition, most FA frameworks are STEM related other than Accountancy, Business Skills, Financial Services, Hospitality, and the two Social Services frameworks.⁷

Figure 5A demonstrates that while most STEM enrolments at SCQF level 6 were male, there is continued growth in female participation in STEM frameworks, increasing from 8% in 2016 to 31% in 2022.

Figure 5A: Gender split across STEM frameworks at SCQF level 6, 2016-2022⁸

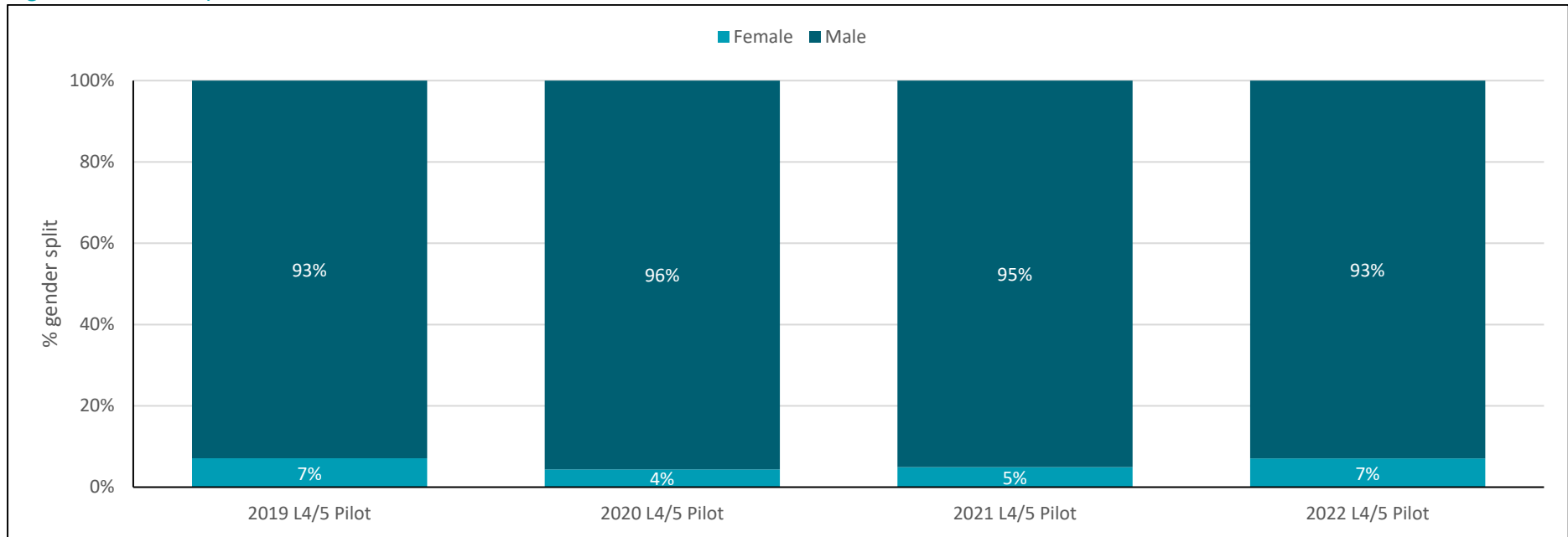


With three of the five frameworks at SCQF levels 4/5 defined as STEM (Automotive and both Construction frameworks), the total proportion of enrolments in STEM frameworks in 2022 was 80%. As in previous years, most enrolments at SCQF levels 4/5 were male, as shown in Figure 5B. This year there has been an increase in female enrolments in all three STEM frameworks.

⁷ Social Services and Healthcare at SCQF level 6 and Social Services Children and Young People at SCQF level 6.

⁸ To protect confidentiality, individuals who chose to record their gender as 'prefer not to say' or 'in another way' have been removed from the totals.

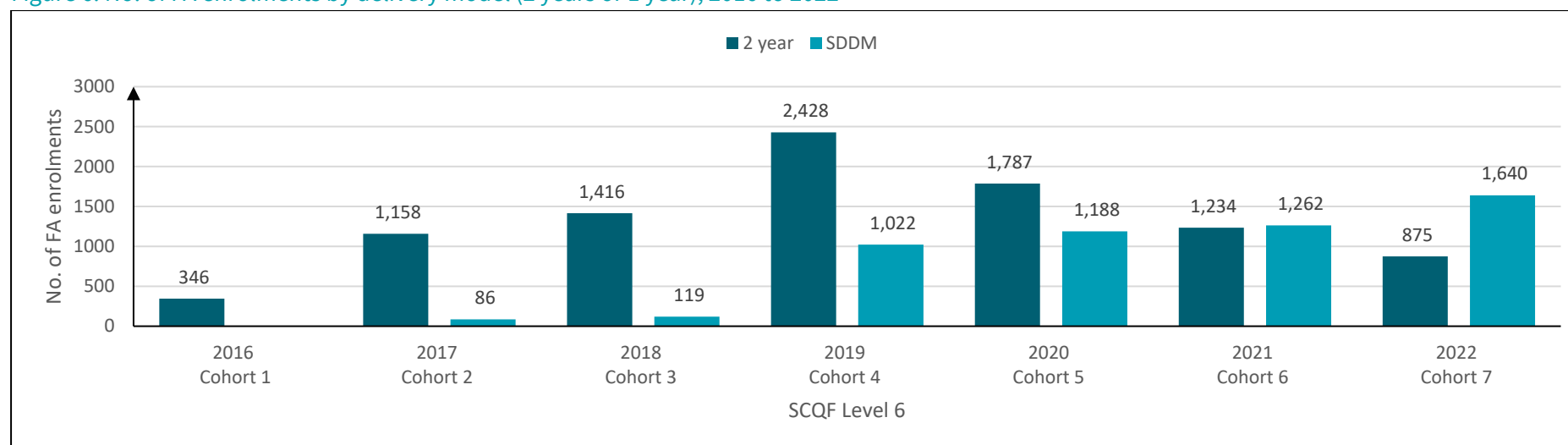
Figure 5B: Gender split across STEM frameworks at SCQF level 4/5, 2019-2022



Delivery model

When FAs at SCQF level 6 were first introduced, they were all two-year courses. From 2017 the introduction of the shorter duration delivery model (SDDM), enabled pupils to complete their FA in one rather than two years. This model has been increasingly popular, with the number of pupils choosing this option increasing year on year. Figure 6 shows the number of enrolments at SCQF level 6 and whether pupils have opted to complete their study over one or two years.

Figure 6: No. of FA enrolments by delivery model (2 years or 1 year), 2016 to 2022



In 2022, almost 65% of pupils opted to complete their SCQF level 6 FA in one year, an increase of 15 percentage points relative to the previous year.

Figures 7A and 7B show the number of enrolments by school year group. In 2022, for the second consecutive year, the proportion of enrolments for S5 pupils decreased and the proportion of S6 pupils increased relative to 2021. Pupils in S5 may be choosing to delay starting an FA until their sixth year, potentially driven by university entry requirements stipulating five Highers in one sitting.

The number of enrolments at SCQF level 4/5 Pilot increased steadily year on year across both S4 and S5 year groups.

Figure 7A: No. of FA enrolments by school year group at SCQF level 6, 2016 to 2022

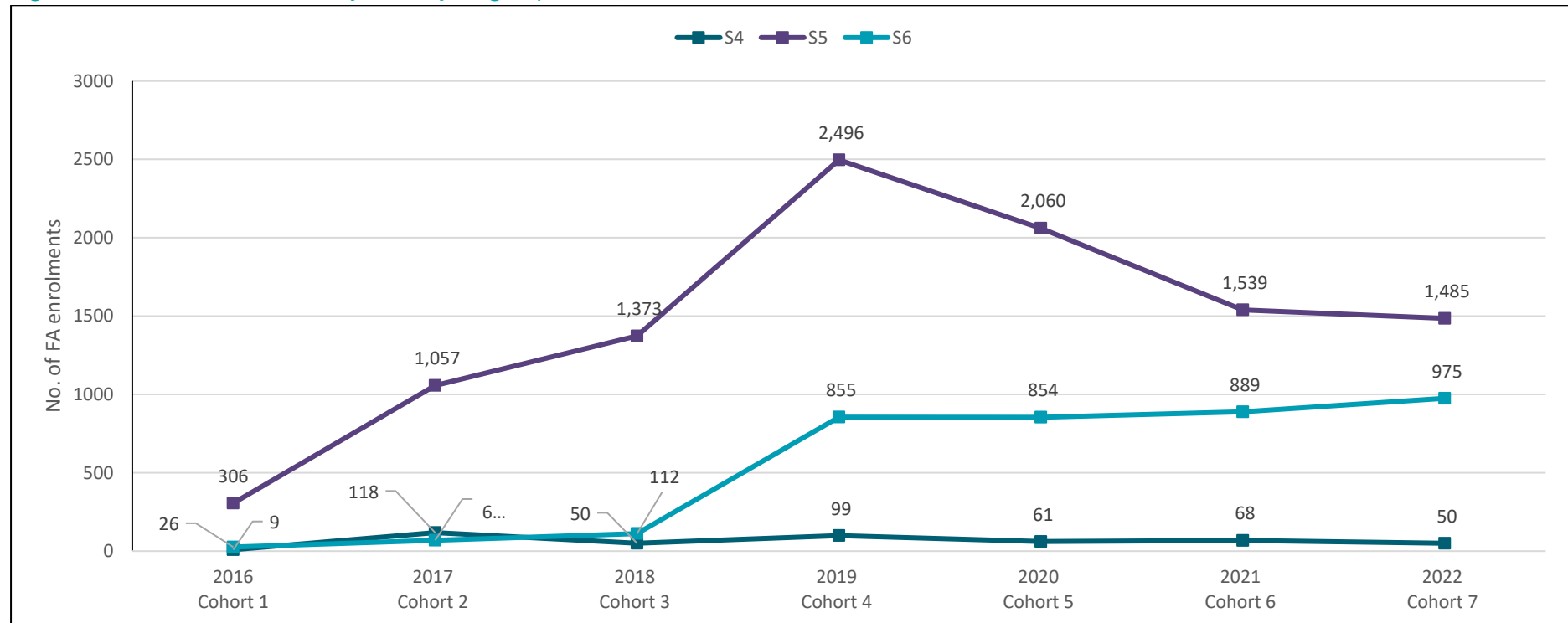
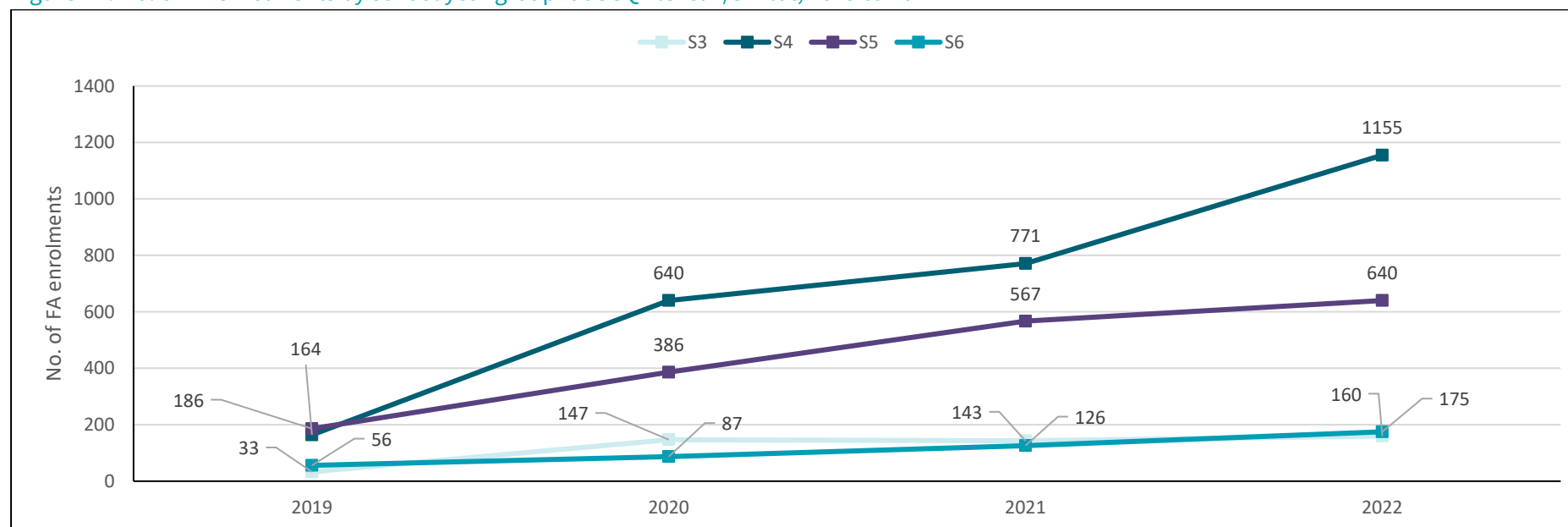


Figure 7B: No. of FA enrolments by school year group⁹ at SCQF level 4/5 Pilot, 2019 to 2022¹⁰



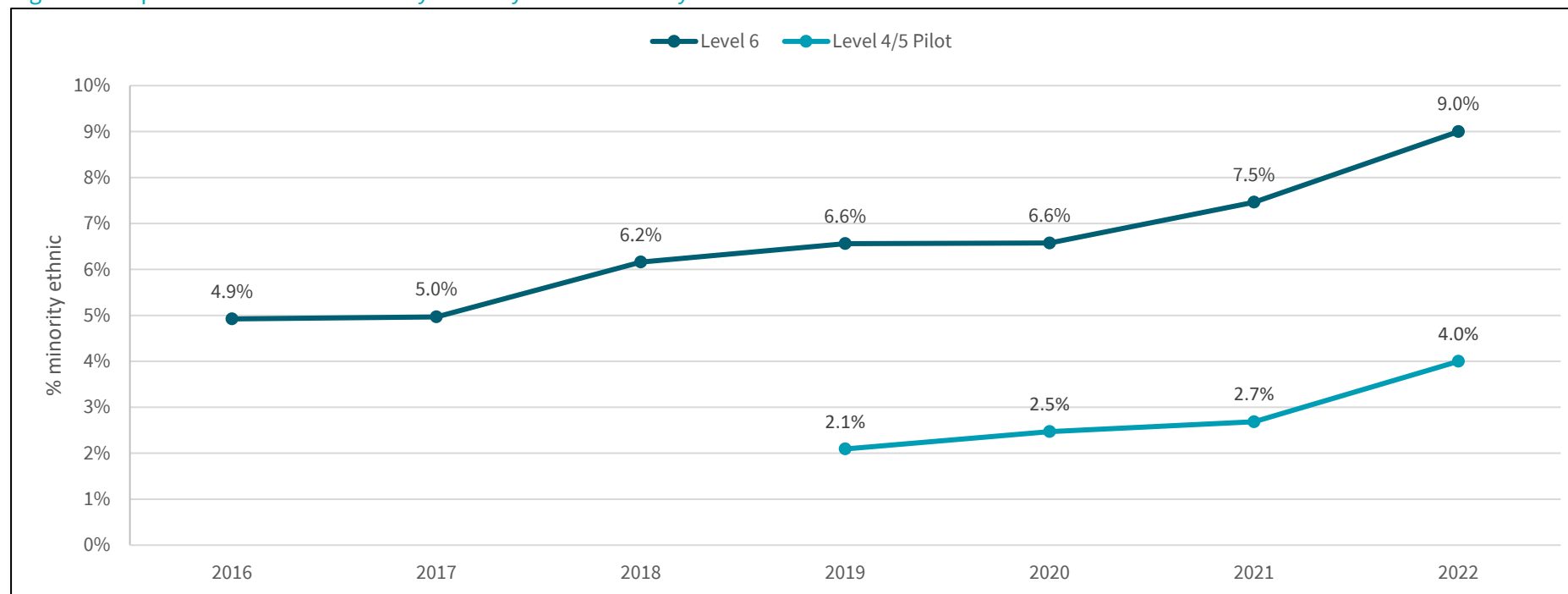
⁹ At SCQF levels 4/5, pupils can opt to undertake the qualification from S3, as part of their school senior phase subject choices.

¹⁰ In 2022, the year group of 15 pupils was unknown.

Ethnicity¹¹

At SCQF level 6, the proportion of FA enrolments self-identifying as minority ethnic has increased year on year, reaching 9.0% in 2022, an increase of 1.5 percentage points relative to 2021. A similar trend is true for the SCQF level 4/5 Pilot, which has increased from 2.1% in 2019 to 4.0% in 2022.

Figure 8: Proportion of FA enrolments by minority ethnic ethnicity¹²¹³



¹¹ Percentages are calculated as a proportion of the total known which excludes any unknown and those recorded their ethnicity as 'prefer not to say'.

¹² Minority ethnic: Mixed or Multiple; Asian; African; Caribbean or Black; Arab; and Other ethnic group.

¹³ Please note level 4/5 Pilot did not start until 2019.

Disability

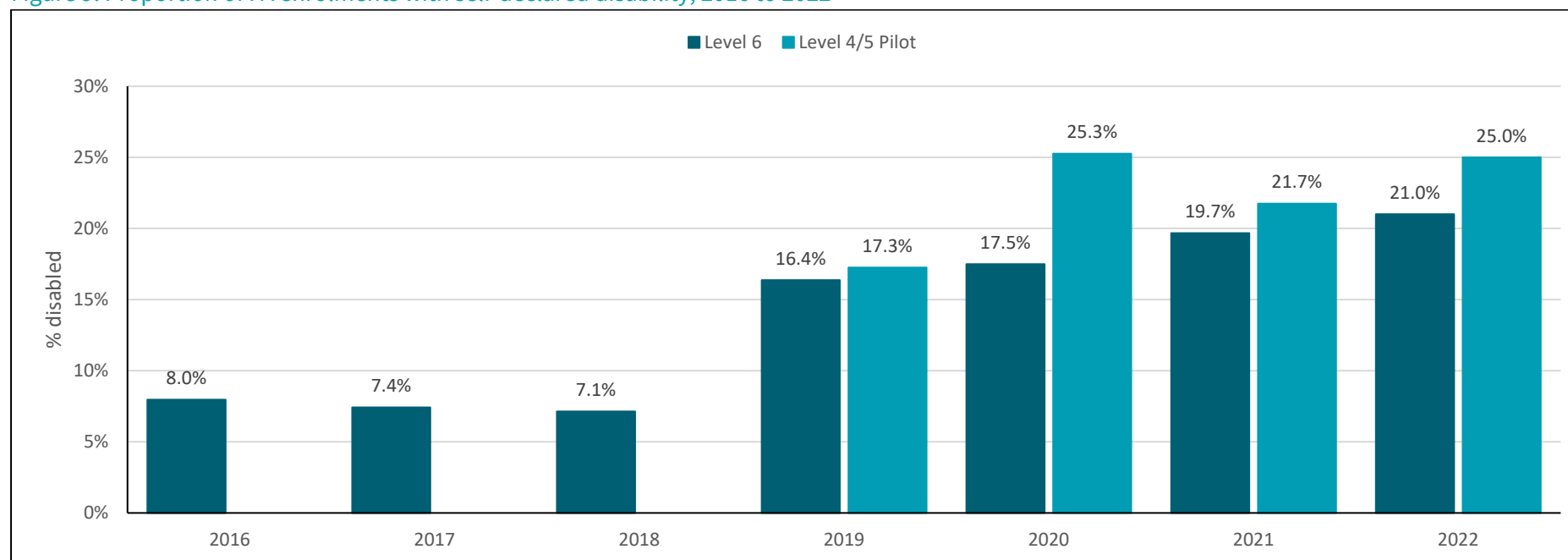
The proportion of FAs at SCQF level 6 self-identifying a disability increased for the fourth consecutive year, reaching 21.0% in 2022, up 1.3 percentage points from the previous year. Representation is similar at SCQF levels 4/5 at 25.0%, up 3.3 percentage points from the previous year.

Definitions of disability vary, and within this report Additional Support Needs and Learning Disabilities are included (incorporating dyslexia, dyspraxia, and any mental health issues). Learning providers have also improved how this data is collected from pupils. These figures are in line with the proportion of students at university (17.4%) and college (24.1%)¹⁴ who self-identified a disability in 2022.

In 2022, at SCQF level 6, Creative and Digital Media had the highest proportion of pupils self-identifying a disability (31%).

At SCQF level 4/5 Pilot, Hospitality (SCQF level 4) had the highest proportion of pupils self-identifying a disability (38%).

Figure 9: Proportion of FA enrolments with self-declared disability, 2016 to 2022



¹⁴ [Report on Widening Access 2021-22 - Scottish Funding Council](#)

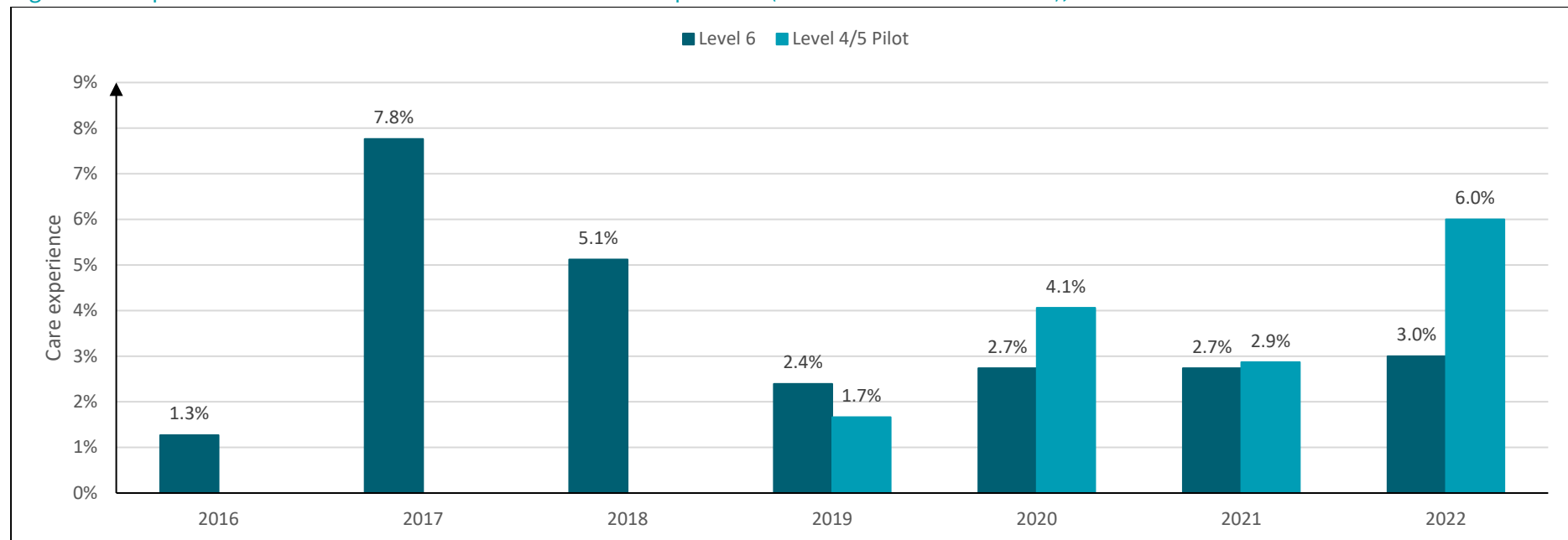
Care experience

In Scotland, 1.2%¹⁵ of the under 18 population is defined as 'Looked After Children'.

In 2022, due to changes in the method of data capture, there was a high volume of pupils marked as 'unknown' rather than self-declaring care experience. At SCQF level 6 around 22% of the total enrolments were marked as unknown and at SCQF level 4/5 Pilot the proportion was higher at 32%.

As the rate of care experience is calculated as a proportion of those responding 'yes' or 'no' (excluding the unknowns) a high number of unknowns may skew this proportion, therefore, caution is advised when comparing 2022 figures with previous years.

Figure 10: Proportion of FA enrolments with self-declared care experience (calculated as a % of known), 2016 to 2022



¹⁵ [Children's Social Work Statistics 2022-23 – Looked After Children - gov.scot](#)

Scottish Index of Multiple Deprivation

The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation across all areas of Scotland, using a combination of financial and socio-economic indicators. It was updated in 2020, replacing the previous SIMD that was based on 2016 area data.¹⁶

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

The primary driver of change has been the gradual increase in the number of schools and local authorities engaged in FA delivery, which increased from 113 schools in 2016 to 225 in 2022 for SCQF level 6 provision (see supplementary tables for full breakdown of school participation for levels 4, 5 and 6). As schools have designated catchment areas, enrolments by SIMD area are contingent on those schools offering FAs as part of subject choices.

Table 3 provides a breakdown of enrolments by SIMD area, ranked from most deprived (SIMD 1) to least deprived (SIMD 10). Pupils studying at SCQF levels 4/5 are more likely to be from the most deprived areas, with 23.6% of FAs in 2022 coming from the most deprived areas (SIMD areas 1 and 2). At SCQF level 6, pupils are more likely to be from the least deprived areas.

Table 3: Number and proportion of FA enrolments by SIMD area

	2020				2021				2022			
	Cohort 5 level 6		Level 4/5 Pilot		Cohort 6 level 6		Level 4/5 Pilot		Cohort 7 level 6		Level 4/5 Pilot	
SIMD area	No. of FAs	% of total known	No. of FAs	% of total known	No. of FAs	% of total known	No. of FAs	% of total known	No. of FAs	% of total known	No. of FAs	% of total known
1 – most deprived	259	8.7%	159	12.7%	199	8.0%	227	14.2%	205	8%	260	12%
2	261	8.8%	199	15.8%	219	8.8%	214	13.3%	205	8%	250	12%
3	292	9.8%	184	14.6%	258	10.3%	186	11.6%	225	9%	235	11%
4	285	9.6%	126	10.0%	223	8.9%	164	10.5%	225	9%	235	11%
5	318	10.7%	116	9.2%	267	10.7%	168	10.8%	235	9%	235	11%
6	315	10.6%	109	8.7%	252	10.1%	174	9.4%	270	11%	220	10%
7	305	10.3%	91	7.2%	274	11.0%	151	8.9%	260	10%	245	11%
8	366	12.3%	140	11.1%	303	12.1%	143	9.1%	350	14%	215	10%
9	325	10.9%	88	7.0%	302	12.1%	125	7.8%	280	11%	180	8%
10 – least deprived	243	8.2%	44	3.5%	199	8.0%	52	3.2%	230	9%	75	3%
Unknown	6	-	4	-	-	-	3	-	5	-	10	-
Total	2,975		1,260		2,496		1,607		2,500		2,160	

¹⁶ SDS only started to report SIMD data for Foundation Apprentices in 2020.

Learners In Training

This section provides details on those pupils still actively undertaking their FA, as of May 2024. The data extract for this report was taken later in the academic year than in previous reports, where there would usually be higher numbers still in training.

Table 4 shows the gender breakdown for pupils still in training across each framework. Of those enrolling on a FA at SCQF level 6 in September 2022, 590 (24%) pupils remained in training, all enrolled on the 2-year delivery model.

Table 4: No of 2022 Cohort 7 (SCQF level 6) FAs in training

	Enrolments	In training
Female	1,540	285
Accountancy @ SCQF level 6	25	10
Business Skills @ SCQF level 6	120	20
Civil Engineering @ SCQF level 6	15	5
Creative and Digital Media @ SCQF level 6	160	60
Engineering @ SCQF level 6	25	15
Financial Services @ SCQF level 6	5	-
Food and Drink Technologies @ SCQF level 6	20	5
IT: Hardware/System Support @ SCQF level 6	-	-
IT: Software Development @ SCQF level 6	15	5
Scientific Technologies @ SCQF level 6	45	10
Social Services and Healthcare @ SCQF level 6	370	45
Social Services Children and Young People @ SCQF level 6	735	110
Male	915	290
Accountancy @ SCQF level 6	45	20
Business Skills @ SCQF level 6	155	30
Civil Engineering @ SCQF level 6	120	50
Creative and Digital Media @ SCQF level 6	115	30
Engineering @ SCQF level 6	190	110
Financial Services @ SCQF level 6	10	-
Food and Drink Technologies @ SCQF level 6	10	-
IT: Hardware/System Support @ SCQF level 6	15	-
IT: Software Development @ SCQF level 6	110	35
Scientific Technologies @ SCQF level 6	60	10
Social Services and Healthcare @ SCQF level 6	40	5
Social Services Children and Young People @ SCQF level 6	45	5
Grand Total¹⁷	2,500	590

¹⁷ Prefer not to say/in another way have not been included within frameworks but have been included in grand total.

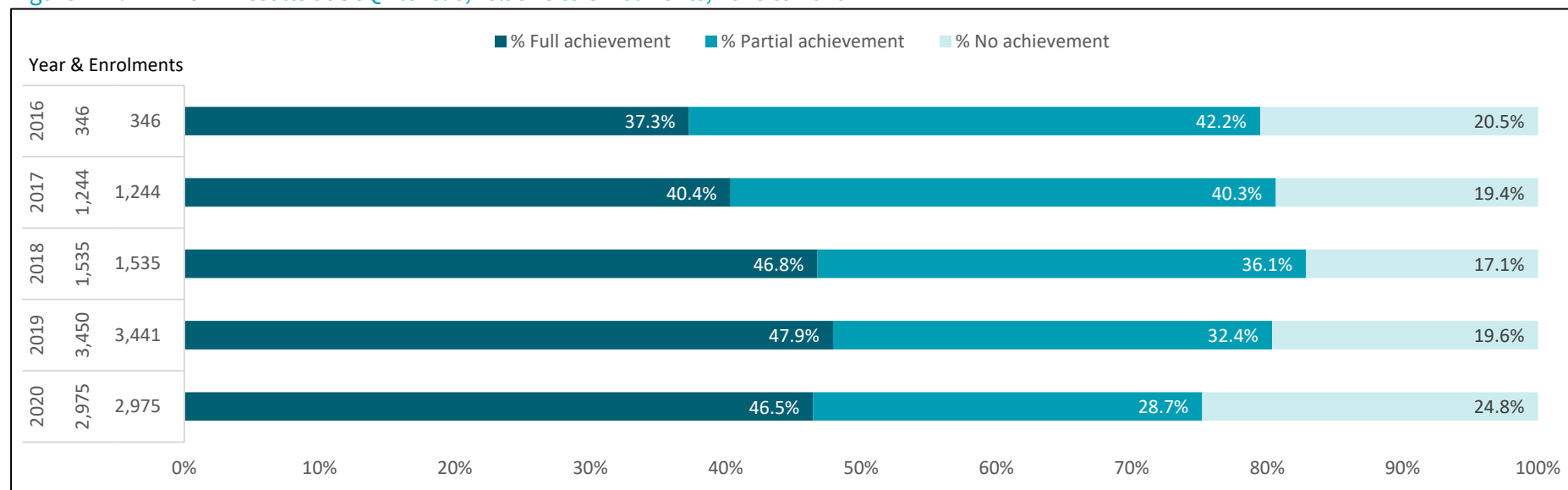
Completion and Achievement

This section provides details on the number of pupils who have completed their FA, relative to the number who began their FA in each cohort or year. Figures 11A and 11B show the proportion of pupils who achieved either their full FA qualification (meaning they did not leave their study early), achieved a partial qualification, or left without any achievement.

As 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 and this has consistently accounted for around 20% of pupils each year, higher in 2020 due to COVID. In previous years, where data was collected about leaver destinations, most pupils remain in school or move into further education.

As achievement rates, illustrated in the figures below, are expressed as a percentage of all enrolments, they include pupils who leave their FA early. We know that school pupils change their minds about the subjects they choose to study and, in some cases, leave before they have completed any component units or have completed only part of their qualification.

Figure 11A: FA known results at SCQF level 6, relative to enrolments, 2016 to 2020¹⁸¹⁹

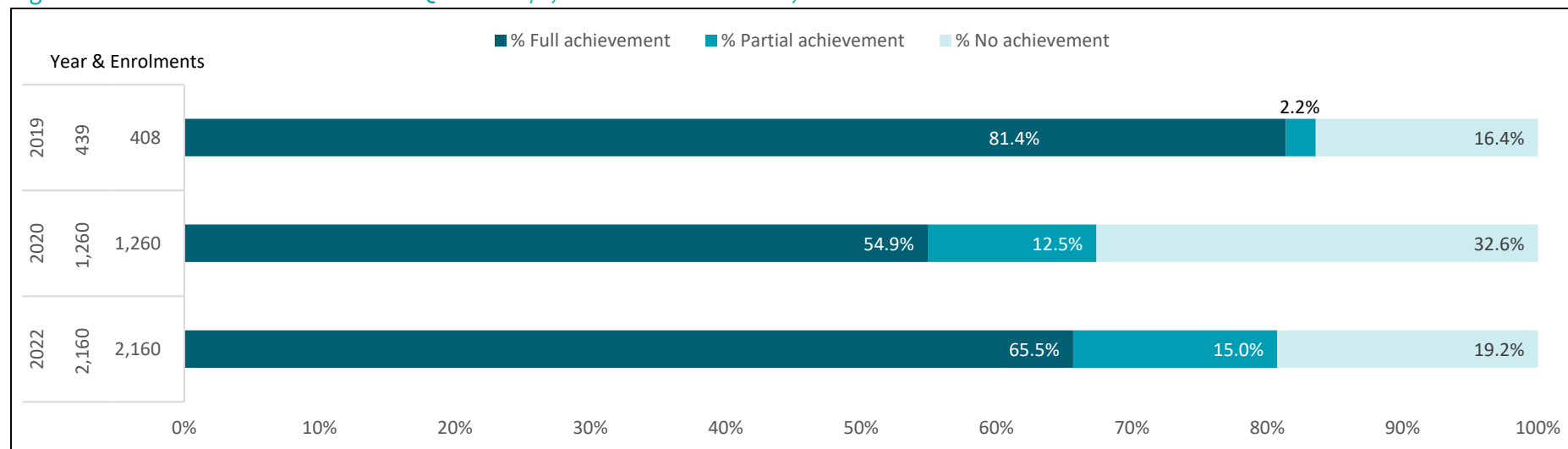


¹⁸ Due to only a small number of pupils from 2020 having unknown results, they have been included in the denominator for disclosure control.

¹⁹ Full achievement includes Letters of Recognition, issued in lieu of some pupils being unable to complete 100% of the work-based elements of their FA due to COVID restrictions.

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

Figure 11B: Pilot FA known results at SCQF levels 4/5, relative to enrolments, 2019 to 2022²⁰



²⁰ Due to only a small number of pupils from 2019 and 2020 having unknown results, they have been included in the denominator for disclosure control.

A more detailed breakdown of achievements is shown in table 5A.

Table 5A: Cohorts 1-5: all qualifications achieved, 2016 to 2020

	2016	2017	2018	2019		2020	
	Cohort 1 (L6)	Cohort 2 (L6)	Cohort 3 (L6)	Cohort 4 (L6)	L4/5 Pilot	Cohort 5 (L6)	L4/5 Pilot
Full Qualification Achievement							
FA Group Award (level 6)	129	502	543	1,452	212	1,363	519
Letter of Recognition (level 6)	-	-	175	197	23	19	-
Work Based Learning Award (levels 4/5)	-	-	-	-	97	-	173
Total	129	502	718	1,649	332	1,382	692
Partial Achievement							
National Certificate	-	-	-	-	-	-	-
National Progression Award	96	*	-	-	-	-	-
National Certificate components	50	130	152	*	-	202	-
National Progression Award components	-	353	388	823	9	641	157
SVQ units	-	*	14	*	-	12	-
Total	146	501	554	1,116	9	855	157
No Achievement							
None	71	241	263	676	67	*	*
Unknown	-	-	-	9	31	*	*
Total	71	241	263	685	98	738	411
Grand Total	346	1,244	1,535	3,450	439	2,975	1,260

In academic year 2020/21 a joint delivery model was put in place with SDS and SFC sharing responsibility for delivery of FAs. At this time the method of collecting and reporting information changed, and FA data is now captured in two separate systems.

Notes for readers

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

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

Comparisons with other senior phase qualifications are not possible as statistics for other school qualifications are calculated based on those presented for an SQA exam, rather than when they are enrolled in a subject.

The data in previous annual reports was from SDS' reporting system. For the period covered in this report, due to the changes in delivery and accountability from 2021, SFC provided the data for college funded FAs and SDS provided the data for non-college funded FAs. The SDS data in this report is from a FIPS²¹ extract taken on 29th May 2023, SFC data is from a FES²² extract taken on 30th May 2023. Both organisations have conducted quality assurance exercises.

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

Due to changes in official statistics procedures at SFC, all pupil numbers have been rounded (either up or down) to the nearest multiple of 5. Therefore, the sum of a table column may not equal the total number of

²¹ Local Authorities and Independent Learning Providers directly input into Financial Information and Processing System (FIPs) managed by SDS.

reported enrolments. Care should also be taken in comparing 2022 to previous years, as changes may be disguised by the rounded figures.

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

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

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

Definitions for terminology used in this report:

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

²² Colleges provide a Further Education Statistics (FES) return via FES online, managed by SFC.