

Modern Apprenticeship Statistics

Quarter 4, 2022/23 [1st April 2022 – 31st March 2023]

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User Information

About our Statistics

Modern Apprenticeships (MAs) provide employed individuals (either new or existing) with the opportunity to secure industry-recognised qualifications at a range of Scottish Credit and Qualifications Framework (SCQF) levels while in employment.

This report provides a summary of quarter 4 2022/23 (1st April 2022 to 31st March 2023) statistics for MAs where there is a public funding contribution administered by Skills Development Scotland (SDS), on behalf of the Scottish Government. Statistics for Graduate Apprenticeships from 2021/22 onwards relate to where there is a public funding contribution administered by the Scottish Funding Council (SFC) on behalf of the Scottish Government (previously SDS). Further analysis can be found in the [Supplementary Tables](#) on the SDS website.

Content and formatting changes have been introduced to this report to improve accessibility in line with the Code of

Practice for Statistics. If you have any questions or feedback, please contact user_feedback@sds.co.uk.

Quality Assurance

Our statistical reports go through many levels of quality assurance prior to publication. These checks include but are not limited to:

- Data validation checks of the source data
- Quality assuring figures, tables, and charts
- Ensuring supporting commentary provides insight for the end user.

Limitations

SDS aims to minimise data limitations wherever possible. However, we recognise that there are some constraints to our data that are beyond our control. For example:

- We are reliant on apprentices accurately self-reporting equality characteristics
- We are reliant on Learning Providers supplying data promptly and accurately

For more detailed information about our statistics, please see our [User Guide](#).

Introduction

After a difficult year the Scottish economy grew by 0.1% in the final three months of 2022 and narrowly avoided entering a recession.¹ However, the economic outlook remains challenging and uncertain.² Rising costs, supply chain issues, and skills shortages continue to impact the economy, with some industries disproportionately affected.

High levels of employer demand meant that Modern Apprenticeship starts continued to grow this year and were 0.2% ahead of Q4 2021/22 and less than 10% behind pre-pandemic volumes. Despite budget constraints limiting SDS's ability to respond to the high employer demand, over 25,000 new Modern Apprenticeship starts were delivered this year supporting businesses and individuals across Scotland.

SDS will continue to support the implementation of the Young Person's Guarantee, as detailed in the Programme for Government, and work closely with the Scottish Government to ensure that apprenticeships remain a contributor to economic recovery, going forward.

¹ [Scottish Government: Monthly Economic Brief \(March 2023\)](#)

² [Skills Development Scotland: Economy, People and Skills](#)

Key Results

26,543 Modern + Graduate Apprenticeship starts

25,447 Modern Apprenticeship starts to the end of quarter 4 2022/23

Figure 1: Modern Apprenticeship starts by age group, 2022/23

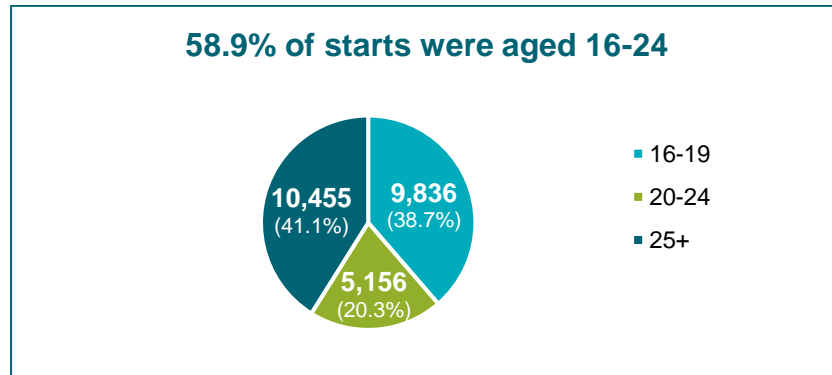


Figure 2: Modern Apprenticeship starts by gender, 2022/23

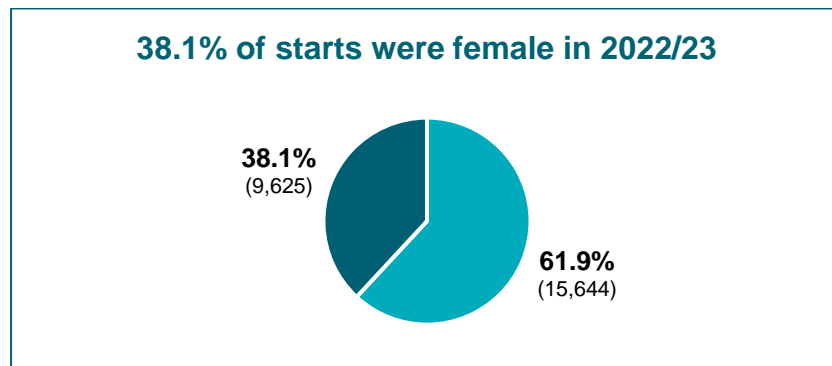


Figure 3: Modern Apprenticeship starts by level, 2022/23

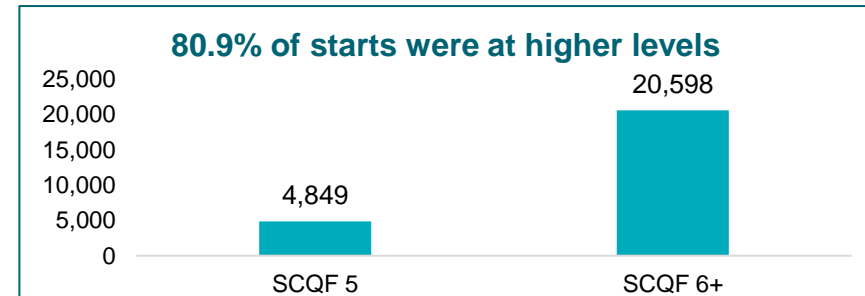
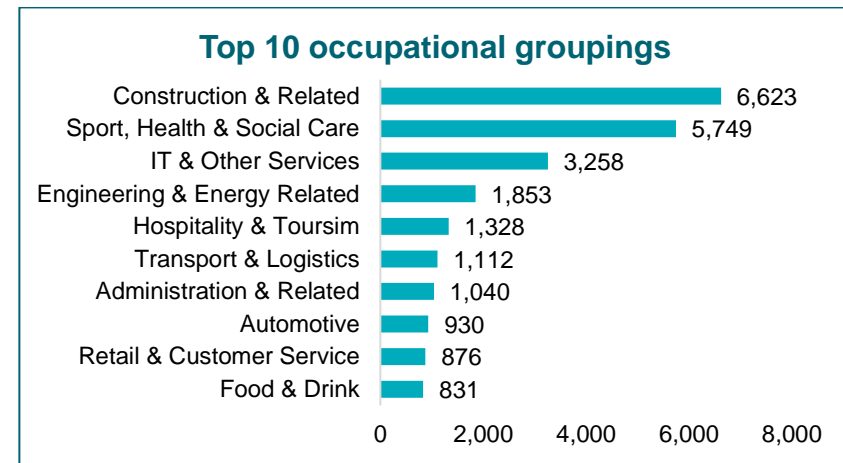


Figure 4: Modern Apprenticeship starts by occupational grouping, 2022/23

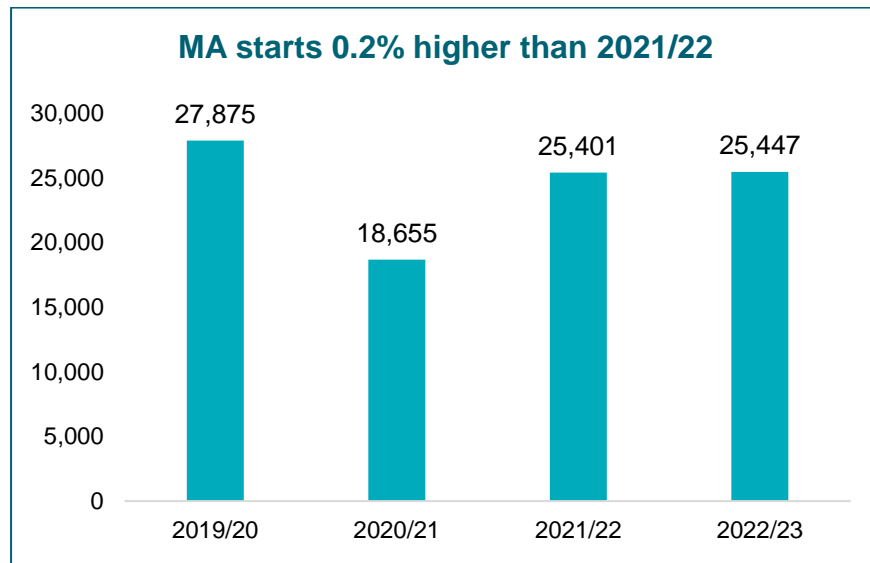


Modern Apprenticeship Starts

There were **25,447** Modern Apprenticeship starts in 2022/23.

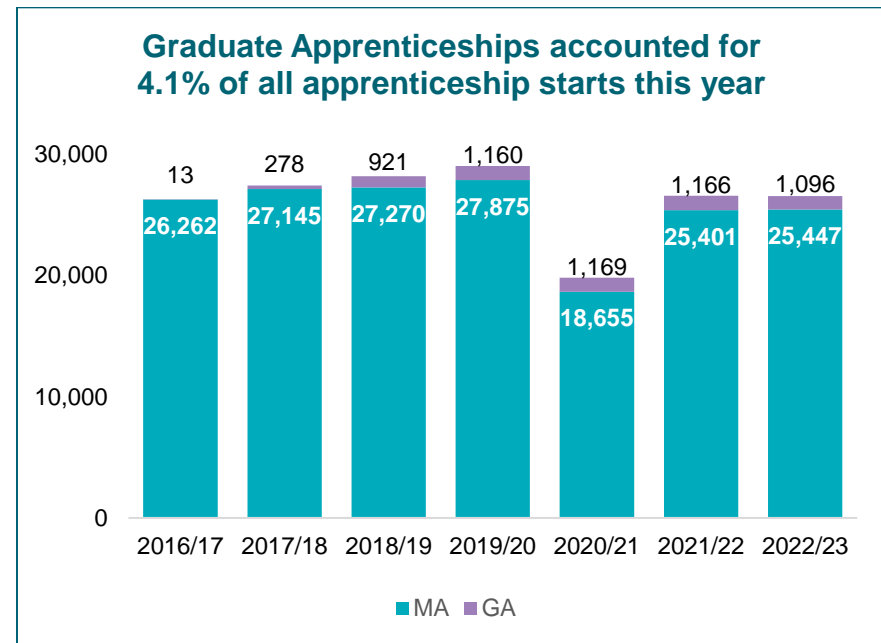
Start figures increased by 0.2% (+46) relative to the same point last year and the volume of starts at year end were 91.3% of what they were at the end of Q4 2019/20.

Figure 5: Number of Modern Apprenticeship starts, 2019/20 to 2022/23



³ From 2021/22 onwards responsibility for the funding of Graduate Apprenticeships transitioned from SDS to SFC.

Figure 6: Modern and Graduate Apprenticeship starts, 2016/17 to 2022/23³⁴



⁴ The Graduate Apprenticeship figure reported here is based on data received from SFC on 12 May 2023. As the annual GA report will be published later in the year, this figure may be subject to change.

Starts by age

Figure 7: Number of Modern Apprenticeship starts by age group, 2022/23

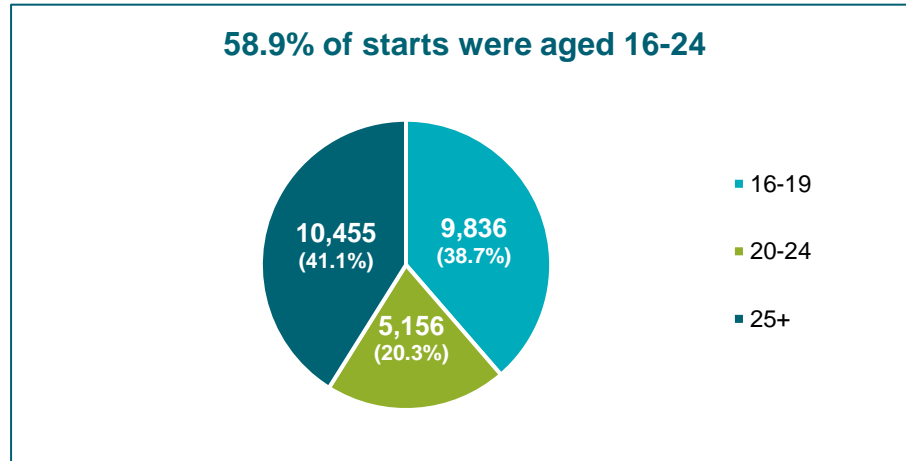


Figure 7 shows the number of starts by age group in 2022/23. In line with policy priority, the majority (58.9% or 14,992) of MA starts were aged 16-24 and 41.1% were aged 25+. The proportion of 16-24 year old starts was 1.1 pp higher than the same point last year (57.8%). This is due to an increase in starts to the 16-19 age group.

⁵ Funding for Modern Apprentices aged 25+ is only available in selected occupational frameworks in line with policy priorities.

Figure 8: Modern Apprenticeship starts by age group, 2016/17 to 2022/23

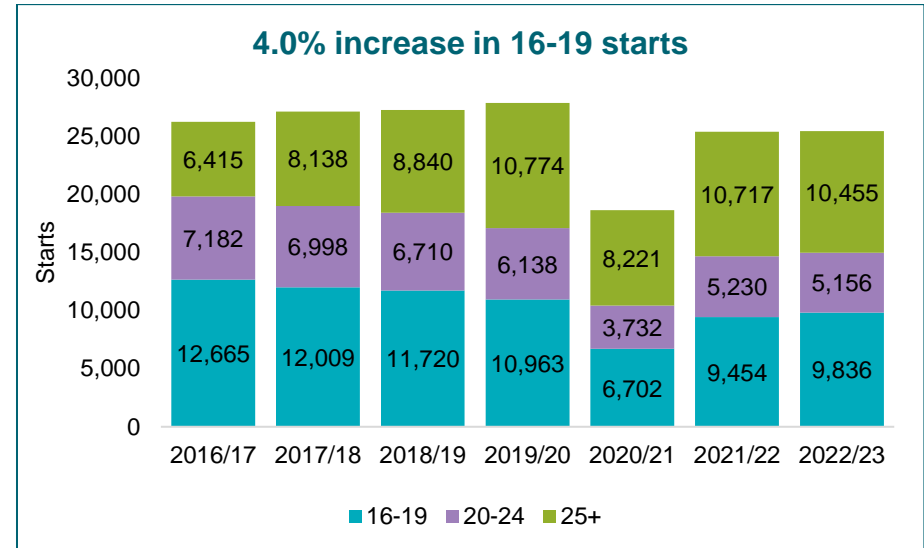
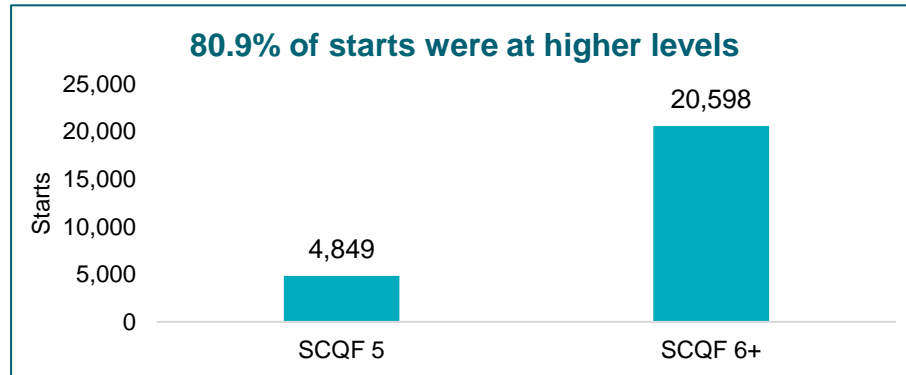


Figure 8 shows the number of starts by age group over the past seven years. In 2022/23 there was an increase in starts for those aged 16-19 (+4.0%) and a decrease in starts for those aged 20-24 (-1.4%), and 25+ (-2.4%).⁵ The number of starts to the 16-19 age band increased at a higher rate (4.0%) than the increase in all starts (0.2%).

Starts by level

Figure 9: Number of Modern Apprenticeship starts by SCQF level, 2022/23



In 2022/23, 80.9% of starts were at SCQF level 6 or above, 1.7 pp higher than the same point last year (79.3% or 20,140 starts). This is in line with the Scottish Government’s continued policy focus on higher level apprenticeships. The remaining starts were at SCQF 5 (4,849 or 19.1%).

Table 1: Modern Apprenticeship starts by SCQF level, 2019/20 to 2022/23

SCQF Level	2019/20	2020/21	2021/22	2022/23
Level 6+	74.9%	81.4%	79.3%	80.9%
Level 5	25.1%	18.6%	20.7%	19.1%
Total	100.0%	100.0%	100.0%	100.0%

Figure 10: Modern Apprenticeship starts by SCQF level, 2019/20 to 2022/23

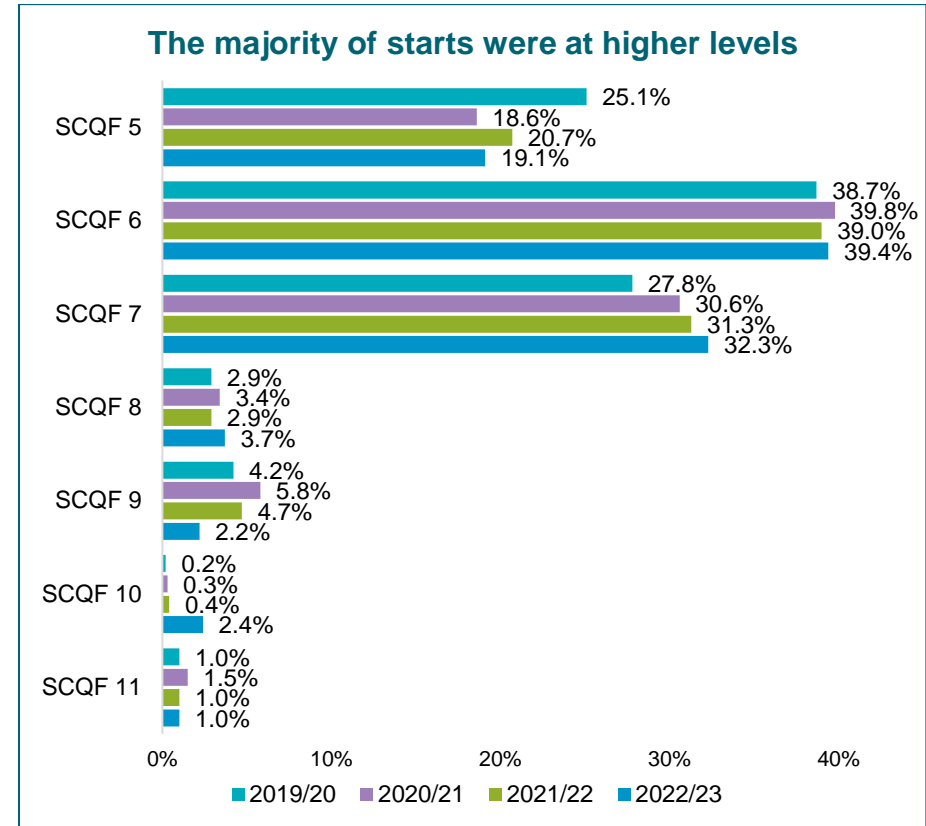


Figure 10 shows that there was a growth in starts to SCQF level 10 from 0.4% (90 starts) to 2.4% (600 starts). This growth was driven by 525 starts to the new framework *Construction: Professional Apprenticeship* which was introduced in May 2022.

Starts by occupational grouping

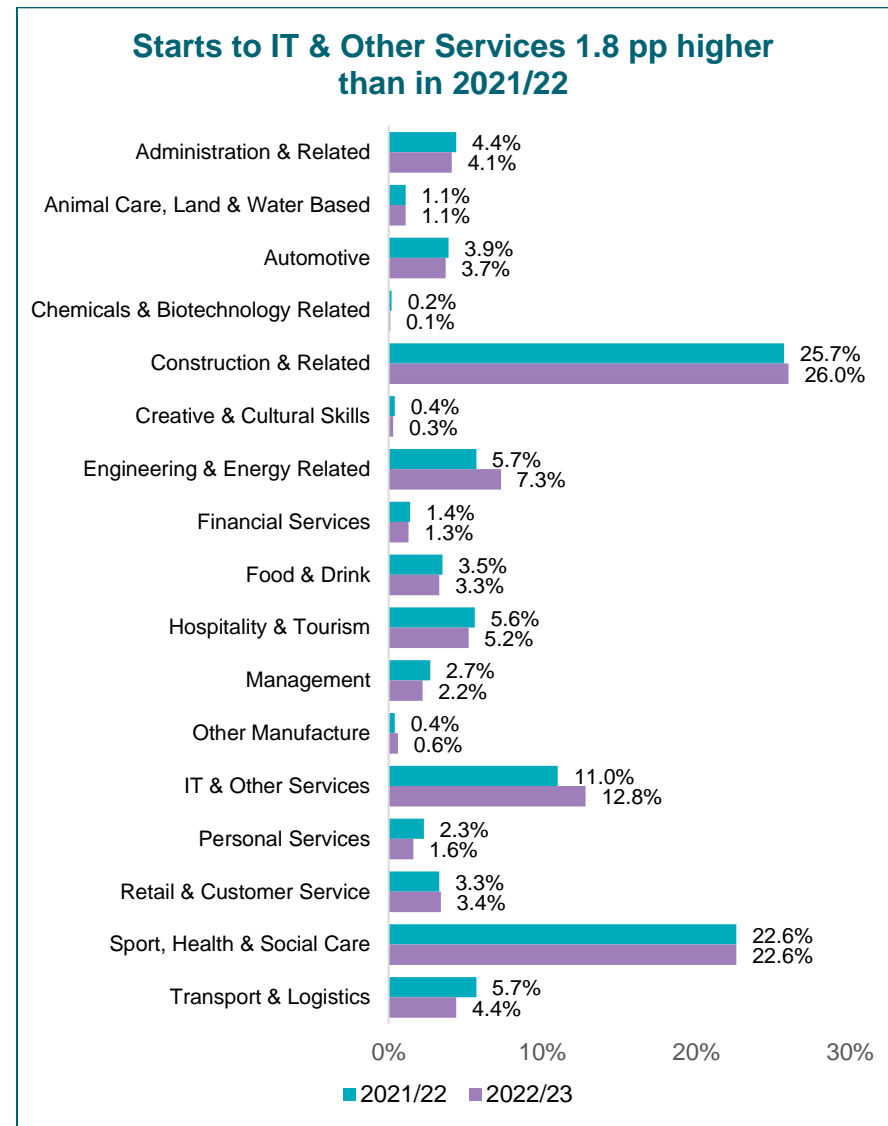
The top three occupational groupings with the largest volume of starts were:

1. **Construction & Related (26.0%)**
2. **Sport, Health & Social Care (22.6%)**
3. **IT & Other Services (12.8%)**

The Construction & Related and Sport, Health & Social Care groupings have remained in the top three since 2012/13. This is the fifth consecutive year that IT & Other Services has been in the top four with 12.8% of all MA starts (+1.8 pp from 2021/22 and +3.3 pp from 2020/21).

Figure 11 shows the proportion of starts by occupational grouping in 2021/22 and 2022/23.

Figure 11: Modern Apprenticeship starts by occupational grouping, 2021/22 to 2022/23



The Construction & Related occupational grouping continued to have the highest proportion of starts (26.0%) and the largest number of absolute starts (6,623). Compared to the same point last year, starts to this grouping increased by 83 (+0.3%). The Sport, Health, and Social Care grouping continued to have the second highest proportion of starts with 22.6% of all starts, unchanged from last year. IT & Other Services had the third highest number of starts overall (3,258) and the largest increase in absolute starts (+460 or +16.4%) at the end of this year.

Other occupational groupings that saw an increase in starts this year, relative to 2021/22, include Engineering & Energy Related with +405 starts (+28.0%), Retail and Customer Service +33 starts (+3.9%), and Other Manufacture +27 starts (+23.7%).

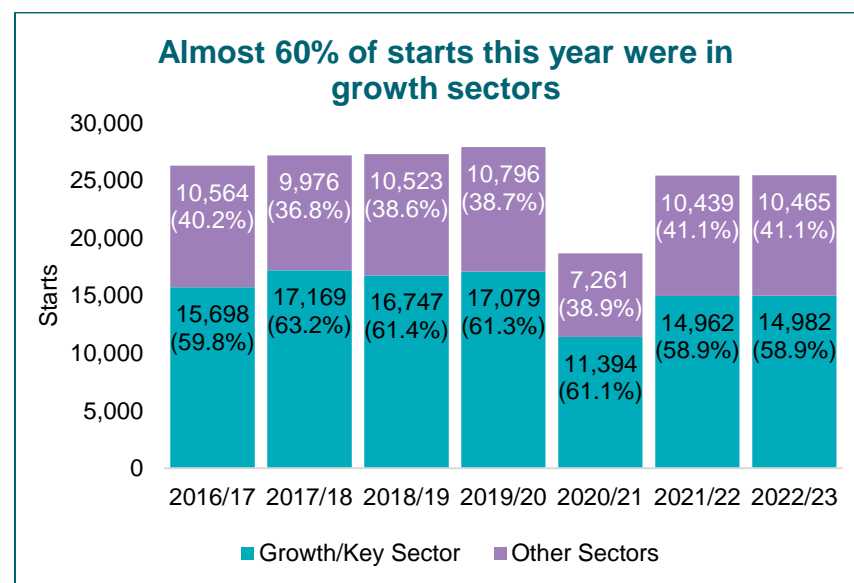
Two occupational groupings saw a notable decline in starts this year: Personal Services⁶ (-31.2% or -184 starts), and Transport and Logistics (-22.0% or -243 starts).

⁶ Hairdressing and Barbering is the only framework within the [Personal Services](#) occupational grouping.

Starts in growth and key sectors

As the world of work changes the demand for skills will change⁷. Supporting apprentices in Growth and Key sectors is important to ensure that the skills required in these areas are fulfilled (see Appendix B for a list of growth and key sector occupational groupings).

Figure 12: Modern Apprenticeship starts by growth/key and other sectors, 2016/17 to 2022/23



⁷ [Scottish Government: National Strategy for Economic Transformation \(2022\)](#)

Figure 12 shows the number of starts in growth and key sector-related groupings since 2016/17. The number of starts in growth/key sector-related groupings accounted for 58.9% of all starts in 2022/23, the same proportion as 2021/22.

Compared to the same point last year, the number of starts in growth/key sectors increased by 20 starts (+0.1%). However, it remains 2.4 pp below 2019/20 figures.

Using occupational groupings provides an **indication** of starts in growth/key sectors. This is indicative only, as we know that some supporting frameworks, such as those in Administration & Related and Retail & Customer Service groupings, will also contain starts who work for employers that operate in growth and key sectors. Therefore, the figure may be higher than this measure suggests.

Starts to STEM frameworks

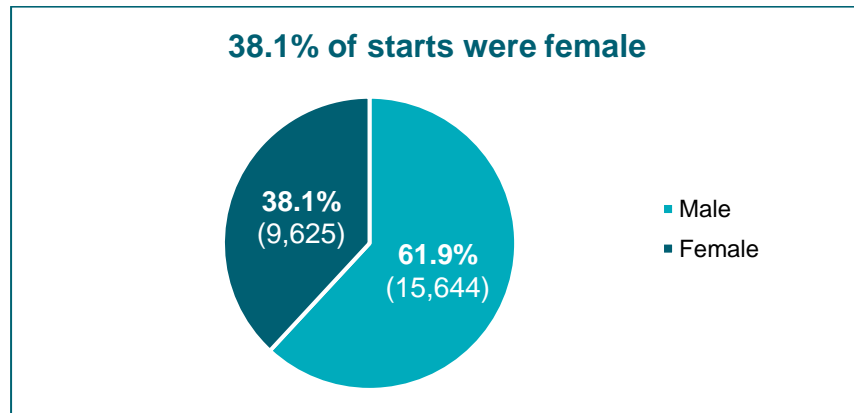
STEM frameworks are those related to Science, Technology, Engineering, and Maths. An agreed list of STEM frameworks is produced each year. This list is subject to change as frameworks are revised. The list of frameworks included in these calculations is available in Appendix C.

STEM frameworks accounted for 47.0% (11,970) of Modern Apprenticeship starts in 2022/23. This is an increase of 2.7 pp from 44.3% in 2021/22 and 5.8 pp higher than 2019/20. 47.5% of all STEM starts were aged 16-19 (65.7% were aged 16-24) and 82.5% of STEM starts were at SCQF level 6 or higher (2.4 pp higher than the same point last year). This is also higher than the proportion of starts at higher levels for all frameworks (80.9%). Female representation in STEM frameworks was 11.9% (1,426 starts). This was an increase relative to the same point last year (10.8%).

Starts by gender

38.1% of starts this year were female, 0.7 pp lower than the same point last year and 1.8 pp lower than the pre-pandemic level.⁸ The widening of the gender gap may be partly explained by the 1.3% increase in starts to the largest occupational grouping, Construction & Related, where this year only 2.5% of starts were female, -0.2 pp relative to 2021/22. The gender balance of starts when the Construction & Related grouping is excluded is 49.3% female and 50.7% male.

Figure 13: Gender balance of Modern Apprenticeship starts, 2022/23



⁸ Male + female starts

Figure 14: Modern Apprenticeship starts by gender, 2016/17 to 2022/23

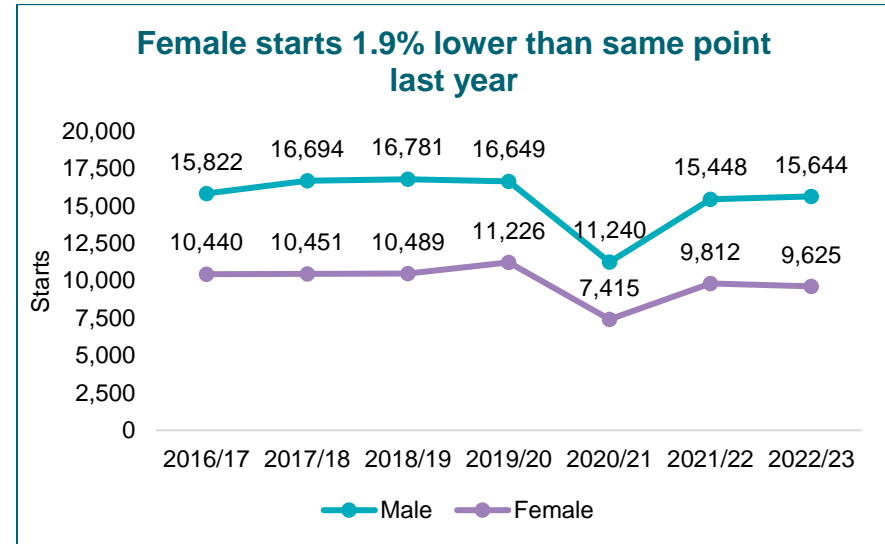


Figure 14 shows the number of female and male starts over the past seven years. In 2022/23, there were 9,625 female starts, 187 fewer (-1.9%) than 2021/22 and 15,644 male starts, 196 more (+1.3%) than 2021/22. Both male and female starts have been gradually returning to pre-pandemic levels however male starts are getting there quicker. At the end of 2022/23 male starts were 94% of 2019/20 volumes, compared to 86% for female starts.

Table 2: Proportion of males and females entering Modern Apprenticeships, higher education, college, and employment in Scotland⁹

	MA	HEI	College	Other
Gender	starts	students	students	employment
Female	38.1%	59.1%	52.4%	39.6%
Male	61.9%	40.9%	47.6%	60.4%
Total	100.0%	100.0%	100.0%	100.0%

Table 2 compares the gender balance across Modern Apprenticeships, higher education, further education, and employment. The data suggests that where Modern Apprenticeships and other employment may be more appealing to male students, higher and further education attracts more female students.¹⁰

⁹ Modern Apprenticeship data refers to 2022/23, HEI and College data refers to 2020/21, and employment (full-time, part-time, or self-employed) data refers to 2022 ([APM](#))

Figure 15: Modern Apprenticeship starts by gender and level, 2022/23

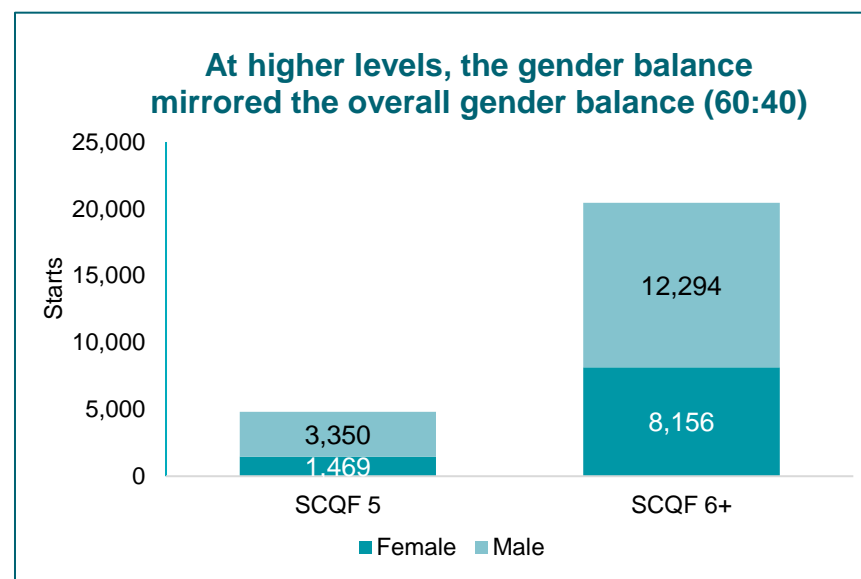


Figure 15 shows the gender balance (male + female starts) in Modern Apprenticeship by level. At higher levels, the gender balance mirrored that of all starts i.e., a 60:40 split: 60.1% male and 39.9% female. For apprenticeships at lower levels the gender balance is more of a 70:30 split with 69.5% of males and 30.5% of females. This follows the trend of previous years.

¹⁰ [Scottish Funding Council: HE Students and Qualifiers at Scottish Institutions 2020-21](#)

As a proportion of female starts, 84.8% were working towards frameworks at SCQF level 6 and above compared to 78.6% of males (6.2 pp more females). At the same point last year 82.7% of females and 77.1% of males started at a higher level and in 2019/20 76.9% of females and 73.5% of males. This difference is partly due to the large number of male starts to Construction & Related frameworks at SCQF level 5.

Starts by disability

All Modern Apprenticeship starts are asked to complete an equality monitoring form prior to the start of their apprenticeship (Appendix D).

The disability rate was **15.3%** in 2022/23, 2.0 pp higher than the same point last year (13.3%). The number of starts self-identifying an impairment, health condition, or learning difficulty (I/HC/LD) increased from 3,334 to 3,828 (+1.9% or +494 starts) compared to the same point last year. The disability rate has almost returned to its pre-pandemic level of 15.4%.

Figure 16: Number of Modern Apprenticeship starts self-identifying an I/HC/LD, 2016/17 to 2022/23

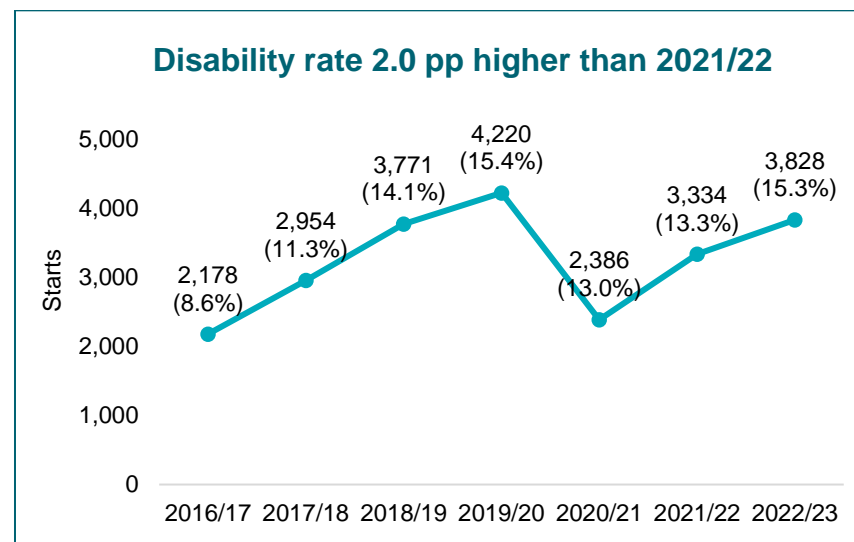
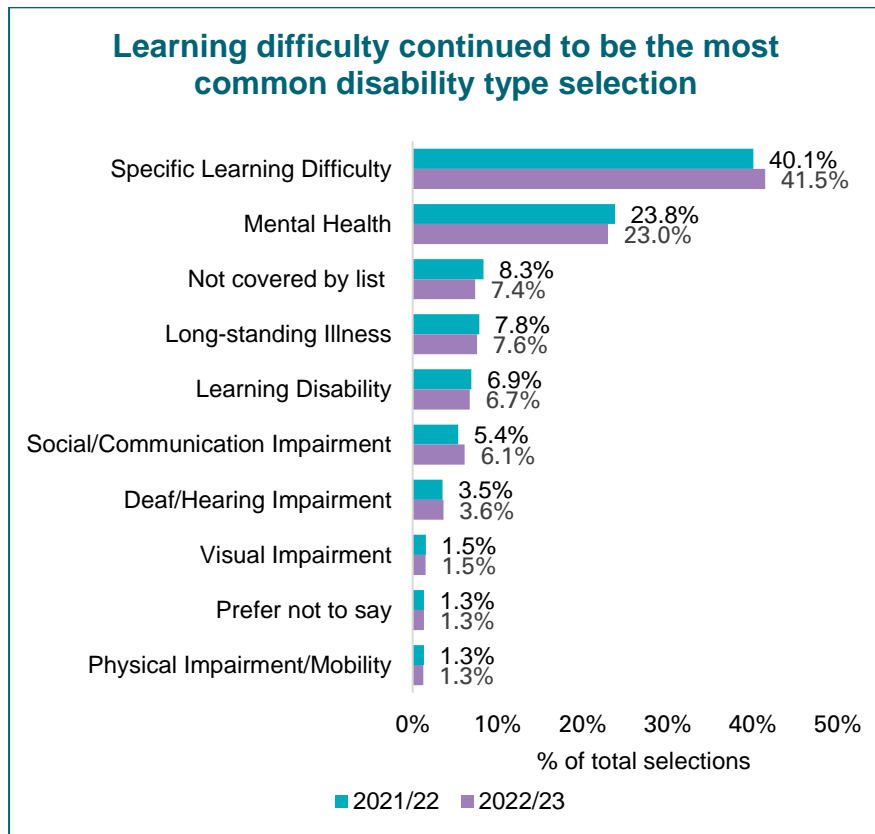


Figure 17: Modern Apprenticeship starts by disability type selection, 2021/22 to 2022/23



As shown in Figure 17, the most common disability types selected this year were Specific Learning Difficulty (41.5%) and Mental Health (23.0%).¹¹ Of all starts who identified an

¹¹ Individuals can choose more than one disability type therefore the figures reflect the number of selections not the number of individuals.

I/HC/LD, 15.4% of them selected more than one disability (+1.1 pp relative to the same point last year). Modern Apprenticeship starts by disability type selection can be found in table 4.4 of the [Supplementary Tables](#).

Figure 18: Modern Apprenticeship starts by disability and age group, 2019/20 to 2022/23

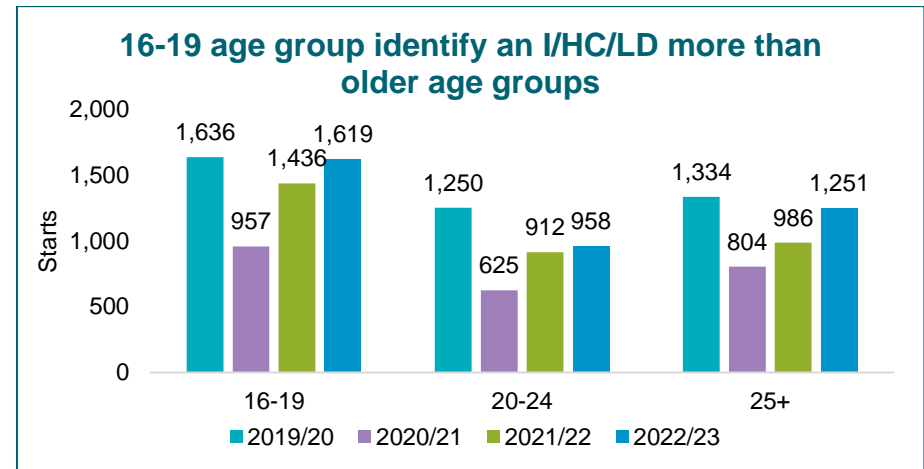
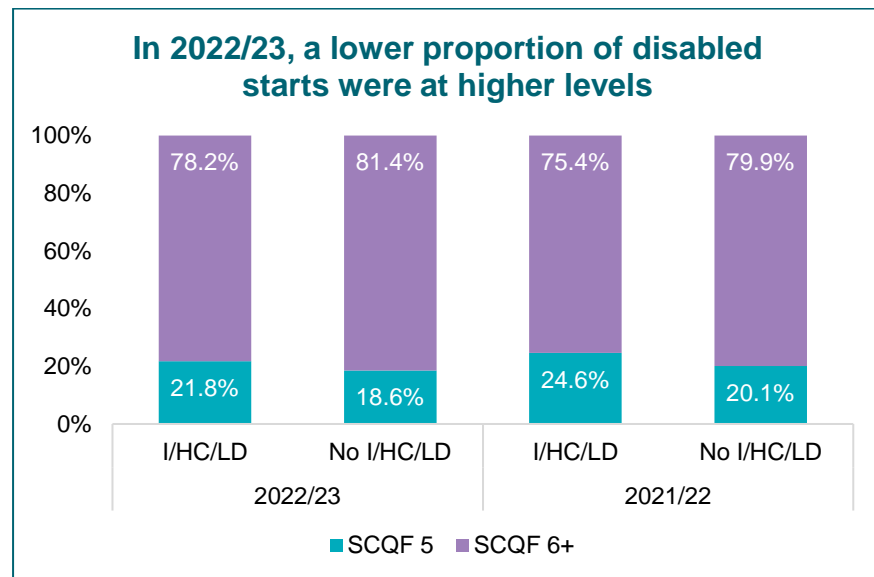


Figure 18 shows disabled MA starts by age group. In 2022/23, 67.3% of starts who self-identified an I/HC/LD were aged 16-24, a decrease of 3.2 pp compared to the same point last

year. The remaining 32.7% were aged 25 or over, +3.1 pp on last year.

Figure 19: Modern Apprenticeship starts by level and disability, 2021/22 to 2022/23



In 2022/23 a lower proportion of starts who self-identified as having an I/HC/LD started their apprenticeship at higher

levels, compared to those who did not self-identify a disability (78.2% and 81.4% respectively).

Contextual information – Disability

In 2022/23, 15.3% of Modern Apprenticeship starts self-identified an impairment, health condition, or learning difficulty. This is below the proportion of those aged 16-64 in Scotland who are Equality Act (EA) core or work-limiting disabled (27.0%).¹² The latest Scottish Health Survey reported that 18% of those aged 16-24 had a limiting long-term condition (27% for those aged 25-34), a decrease from 22% in 2019/20.¹³

The latest Annual Participation Measure for 16-19 year olds in Scotland found that 16-19 year olds with a disability were participating in education, training or employment at a lower rate than those who were not disabled, 88.7% and 92.5%, respectively.¹⁴

¹² Annual Population Survey: Jan 2022-Dec 2022

¹³ [Scottish Health Survey 2022](#)

¹⁴ Definitions of disability vary by organisation and are therefore not fully comparable. The Scottish Health Survey disability definition is available [here](#).

Starts by ethnicity

In 2022/23, the ethnicity rate was **3.3%**, 0.2 pp higher than the same point last year (3.1%). The number of starts self-identifying as Mixed or multiple; Asian; African; Caribbean or black; and Other ethnic group increased from 771 to 834 (+8.2%) compared to the same point last year, a greater increase than those self-identifying as white, which saw no change. Furthermore, the ethnicity rate is now 0.9 pp higher than it was in Q4 2019/20, pre-pandemic (2.4%).

Figure 20: Modern Apprenticeship starts who self-identify as an ethnic minority, 2016/17 to 2022/23

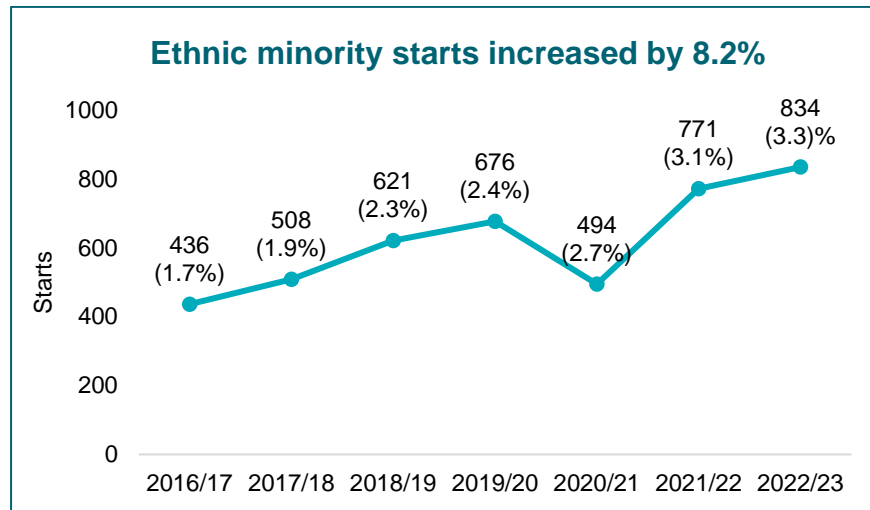
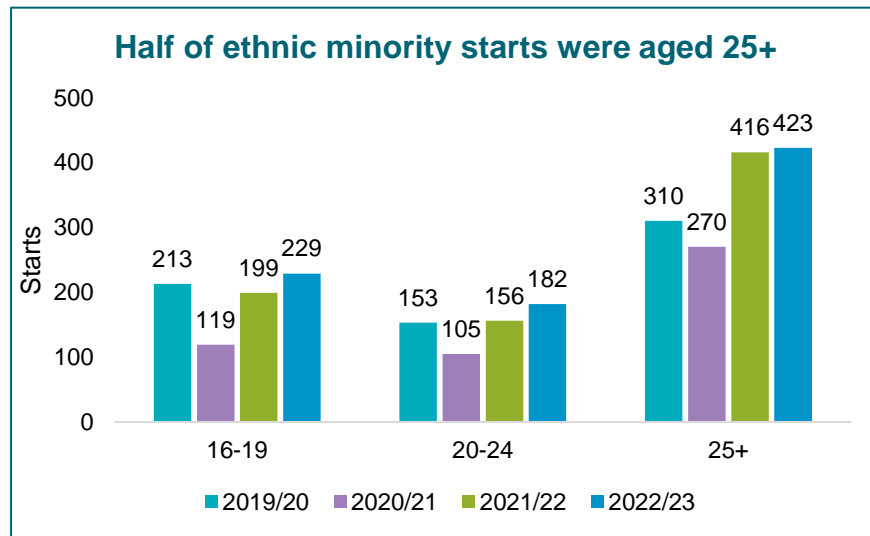


Table 3: Modern Apprenticeship starts by ethnic group, 2022/23

Ethnic Group	Starts	% of known
White	24,346	96.7%
Asian	373	1.5%
Mixed ethnic background	163	0.7%
African	158	0.6%
Other ethnic background	85	0.3%
Caribbean or black	55	0.2%
Total Known	25,180	100.0%
Unknown	267	-
Mixed or multiple; Asian; African; Caribbean or black; and Other ethnic group	834	3.3%
Total	25,447	100.0%

Table 3 details Modern Apprenticeship starts by ethnic group for 2022/23.

Figure 21: Modern Apprenticeship starts by ethnicity and age group, 2019/20 to 2022/23



There has been an increasing trend in the proportion of those who self-identified as Mixed or multiple; Asian; African; Caribbean or black and Other ethnic group starting their apprenticeships later, compared to their white counterparts. In 2022/23, 50.7% of ethnic minority starts were aged 25+ compared to 40.7% of their white counterparts, -3.3 pp and -1.0 pp relative to the same point last year.

¹⁵ [Scotland's Census \(2011\)](#)

Contextual information – Ethnicity

In 2022/23, 3.3% of Modern Apprenticeship starts identified as an ethnic minority. Census data from 2011 reported that 4.0% of the Scottish population identified as an ethnic minority.¹⁵ Furthermore, according to the [Scottish Surveys Core Questions \(2019\)](#), 7.8% of 16-24 year olds in Scotland were from 'Asian' or 'all other ethnic groups' backgrounds.¹⁶

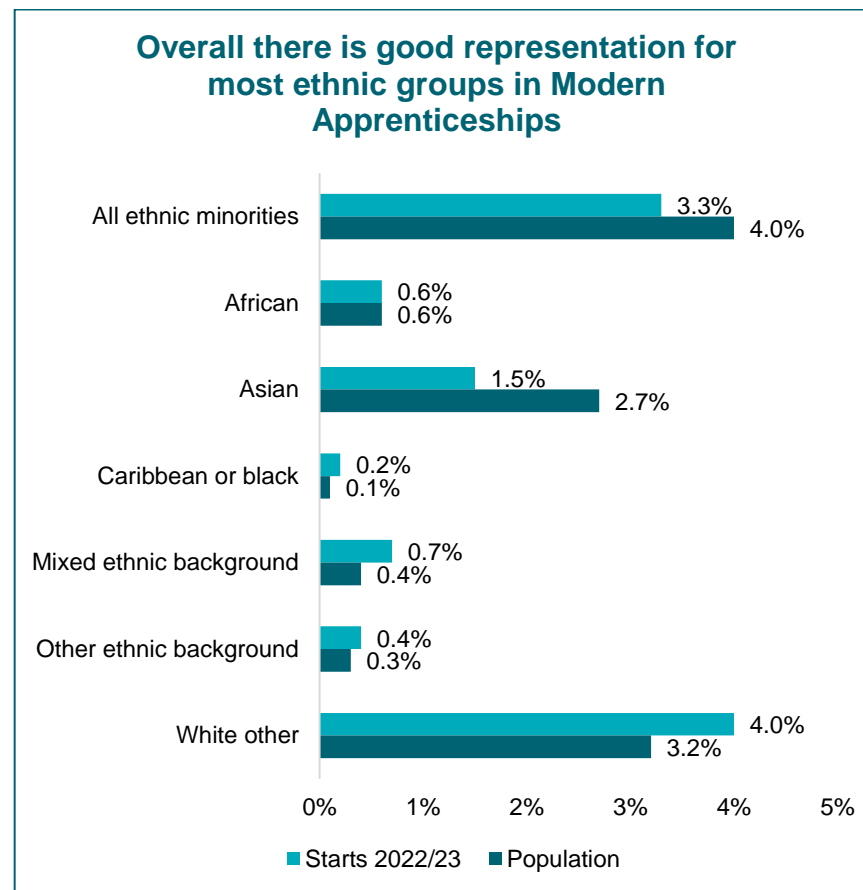
The latest [Annual Participation Measure for 16-19 year olds in Scotland](#) reported that there was a higher rate of 16-19 year olds from ethnic minority groups who participated in higher education, relative to others on leaving school (27.7% and 19.8%, respectively). This, in part, explains their lower levels of representation in Modern Apprenticeships. There are actions within the [Equality and Diversity Mainstreaming Report](#) that aim to address the real and perceived barriers to participation that we know exist for some ethnic minority groups.

¹⁶ 'Asian' includes Asian, Asian Scottish, Asian British. 'All other ethnic groups' includes 'Mixed or multiple Ethnic Group'; 'African'; 'Caribbean or black' and 'Other Ethnic Group'.

Figure 22 compares the representation of ethnicity in Modern Apprenticeship starts with that of the Scottish population.

In 2022/23, the ethnicity rate when including “white other” was 7.3% (1,846 starts).¹⁷ The equivalent measure using census data was 7.1%.¹⁸

Figure 22: Modern Apprenticeship starts by ethnicity, 2022/23 and the Scottish population by ethnicity, 2011



¹⁷ “White other” refers to anyone who self-declared their ethnicity as Polish, Gypsy Traveller, or Other white background.

¹⁸ [Scotland's Census \(2011\)](#)

Starts by care experience

In 2022/23, the care experienced rate was **2.1%**, 0.1 pp higher than the same point last year and the highest it has been since we started reporting on this equality group. The number of starts self-identifying as care experienced increased from 502 to 535 (+6.6%) compared to the same point last year. The care experienced rate at the end of the year was 0.4 pp higher than it was in 2019/20, pre-pandemic (1.7%).

Figure 23: Modern Apprenticeship starts who self-identified as care experienced, 2016/17 to 2022/23

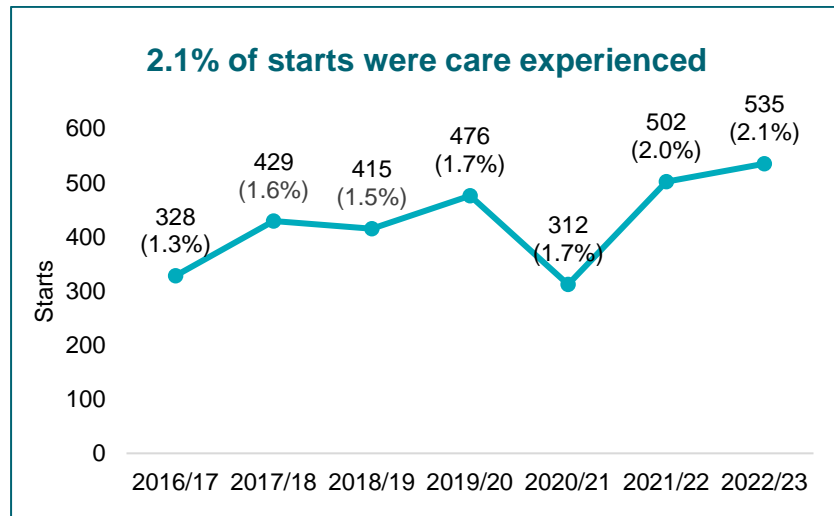


Figure 24: Number of care experienced starts by age group, 2019/20 to 2022/23

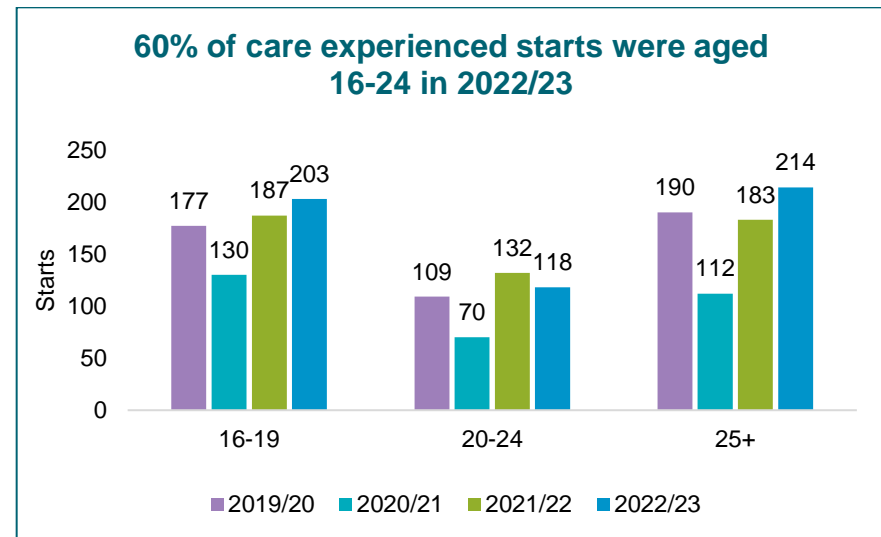


Figure 24 shows that in 2022/23, 37.9% of care experienced starts were aged 16-19, 22.1% were aged 20-24, and 40.0% were over 25.

Of all MA starts the 20-24 age group had the highest proportion of starts self-identifying care experience (2.3%), followed by the 16-19 and 25+ age groups (2.1%).

Figure 25: Modern Apprenticeship starts by care experience and level, 2022/23

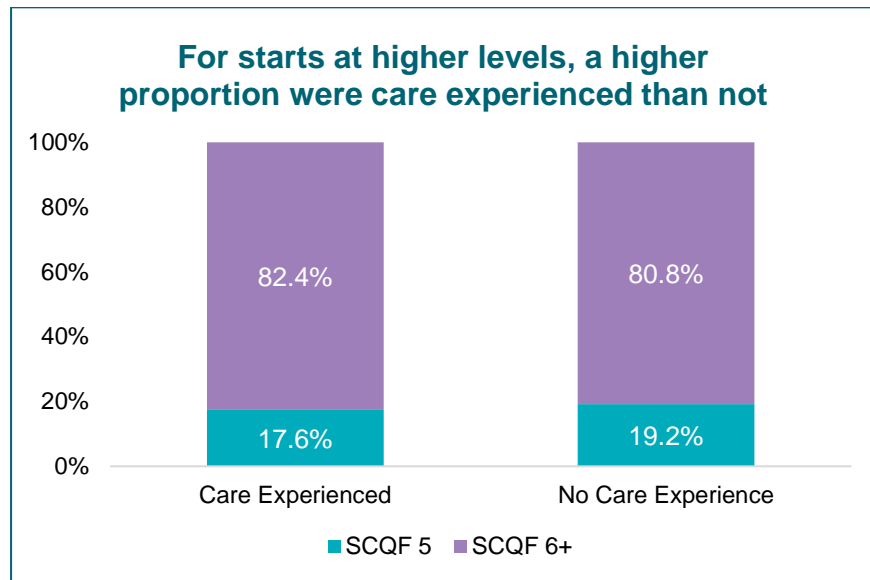


Figure 25 shows care experienced starts by level in 2022/23. 82.4% of starts who self-identified as care experienced were working towards frameworks at higher levels, 2.0 pp higher than the same point last year and 1.6 pp higher than those who were not care experienced.

Our Equality and Diversity Mainstreaming Report commits to improving the accessibility and achievement of Modern Apprenticeships for care experienced young people, as does

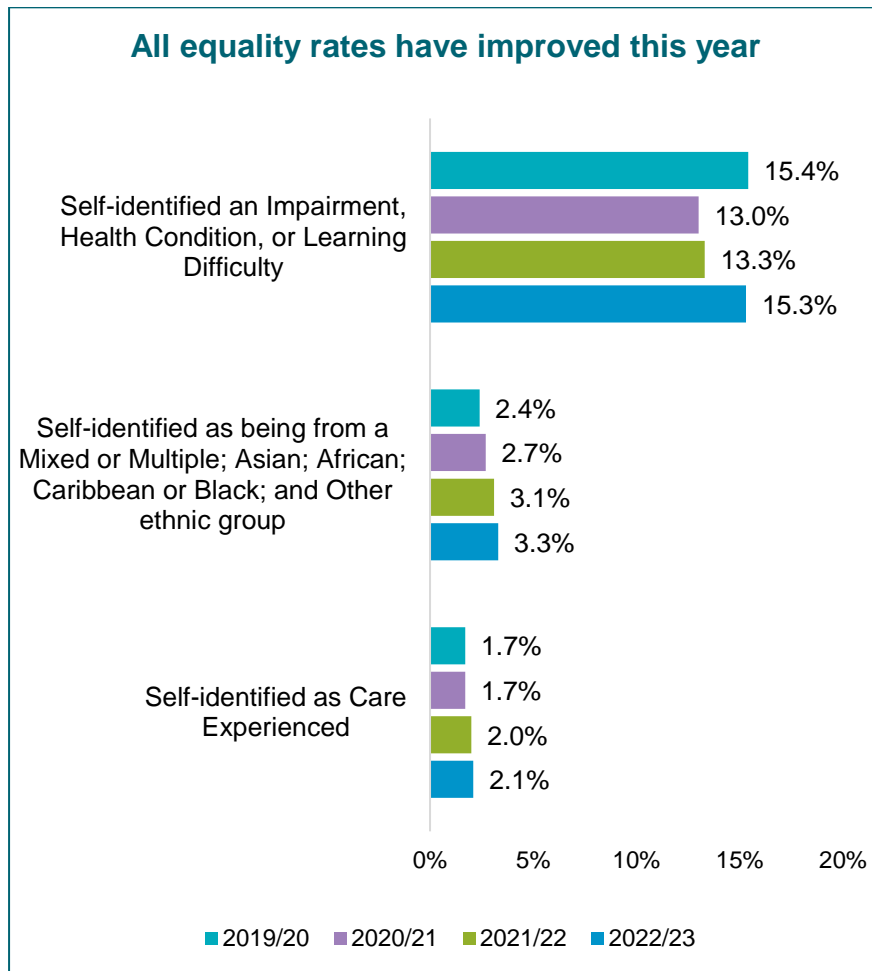
our [Corporate Parenting Plan](#) which specifically sets out our commitment to supporting care experienced individuals across SDS services.

Contextual information – Care Experience

There is no published figure for the proportion of the Scottish population who are care experienced. Data on looked after children and Scottish population data exists separately, although an accurate comparator population figure cannot be derived from these. Published data suggests 2.3% of the 16-25 year old population in Scotland are currently looked after or a care leaver, although this is only an approximation.¹⁹

¹⁹ This figure is derived from [Children's Social Work Statistics 2020-21](#)

Figure 26: Modern Apprenticeship starts equality rate summary, 2019/20 to 2022/23



Starts by local authority

Tables 1.4 to 1.7 within the [Supplementary Tables](#) detail the number of Modern Apprenticeship starts by local authority. Unlike the Employability Fund, Modern Apprenticeships are not allocated on a local authority basis but, instead, respond to employer demand as well as policy priorities.

Starts by SIMD

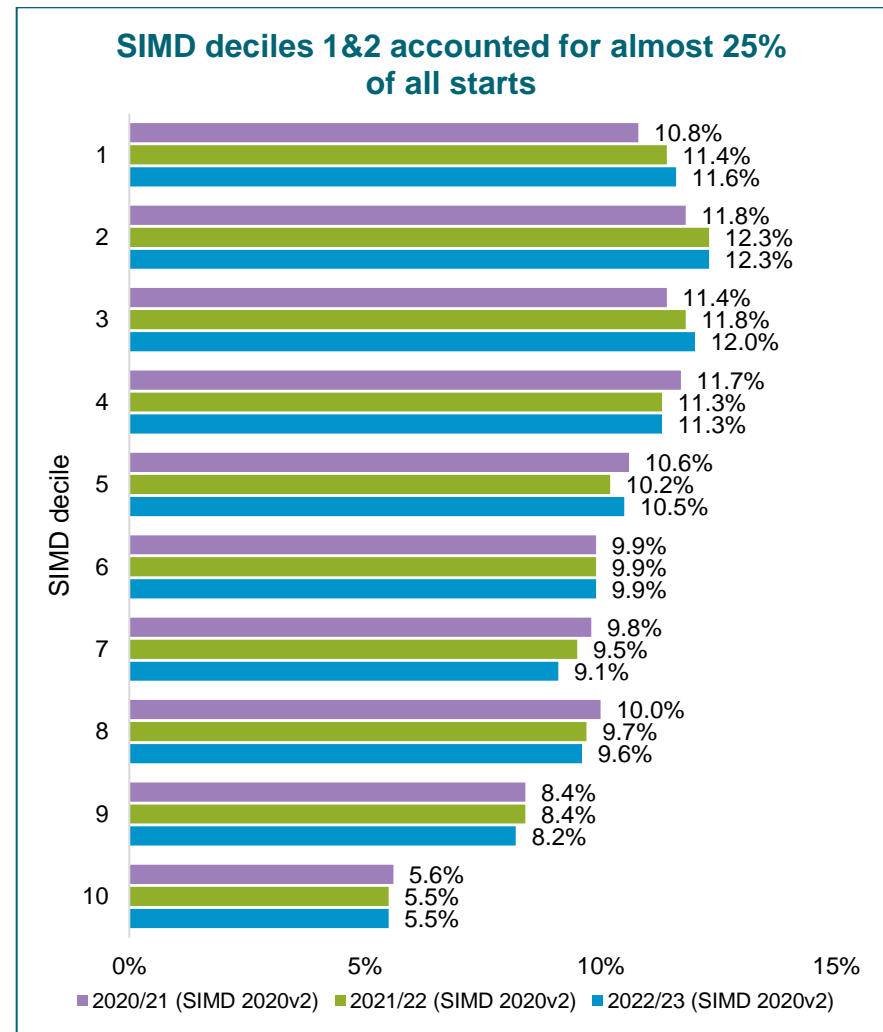
Analysis of Modern Apprenticeship starts by Scottish Index of Multiple Deprivation (SIMD, 2020v2) involved the matching of MA postcodes (based on home address) to SIMD data.

The proportion of Modern Apprenticeship starts who lived in the 10% most deprived areas (decile 1) continued to be higher than those who resided in the 10% least deprived areas (decile 10). Since 2017/18, the proportion of starts that lived in the 20% most deprived areas has decreased from 24.7% to 23.9%, whilst the proportion in the 20% least deprived areas has increased slightly from 13.3% to 13.7%.²⁰

In 2022/23, 77.5% of starts from the most deprived areas (SIMD decile 1) were at higher levels, 1.4 pp higher than the same point last year (76.1%). Comparatively, 87.5% of starts from the least deprived areas (SIMD decile 10) started their MA at higher levels, 4.9 pp higher than the same point last year (82.6%).

²⁰ It is important to note that [SIMD](#) identifies deprived areas, not individuals. Not all of those who live in a deprived area will be deprived and on balance there could be deprived people living in the least deprived

Figure 27: Modern Apprenticeship starts by SIMD decile, 2019/20 to 2022/23



areas. Additionally, 'deprived' does not just mean 'poor' or 'low income'. It can also mean people have fewer resources and opportunities, for example in health and education.

Contextual information – SIMD

The latest [Annual Participation Measure for 16-19 year olds in Scotland](#) shows that those who lived in more deprived areas were less likely to be reported as participating (in education, employment, or training) than those from less deprived areas. In the 20% most deprived areas, 87.4% of 16-19 year olds were participating compared to 96.7% in the 20% least deprived areas, although this gap has been narrowing since 2018.

The Scottish Funding Council reported that in 2021/22, a greater proportion of further education students were from the 20% most deprived areas (25.9%) than the 20% least deprived areas (14.6%).²¹ This reflects the pattern of Modern Apprenticeship starts.

The latest higher education (HE) data from HESA shows that in 2020/21, 16.7% of Scottish domiciled full time first degree entrants to Scottish Higher Education Institutions were from the 20% most deprived areas in Scotland (quintile 1), +0.3 pp (+545 entrants) from 2019/20.²²

²¹ Scottish Funding Council: College FE enrolments (2021/22)

Starts and their time in employment before MA

Before commencing their Modern Apprenticeship, individuals are asked about the length of time they have worked with their current employer. Table 4 shows the number of starts in 2022/23 and the length of time they had been with their current employer prior to commencing their MA.

48.2% of Modern Apprentices began their training within six months of being with their current employer (-0.7 pp on 2021/22). 36.4% started their training after being with their current employer for 13 months or more (-2.9 pp on 2021/22).

Table 4: Length of time with current employer before starting a Modern Apprenticeship, 2021/22 to 2022/23

Time in employment	2021/22	% of known	2022/23	% of known
0-6 months	11,829	48.9%	11,719	48.2%
7-9 months	1,462	6.0%	1,696	7.0%
10-12 months	1,376	5.7%	2,033	8.4%
13 months+	9,503	39.3%	8,852	36.4%
Total known	24,170	-	24,300	-
Unknown	1,231	-	1,147	-

²² [HESA: Higher Education Student Statistics \(2020/21\)](#)

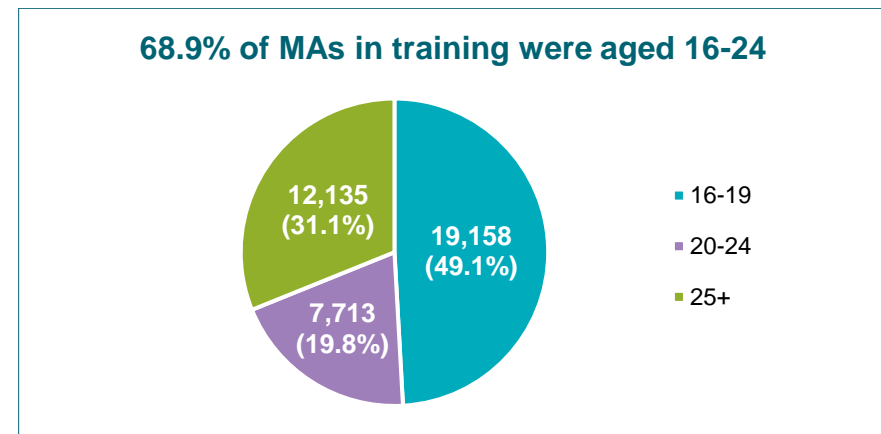
Modern Apprenticeship In Training

The number of Modern Apprentices in training is a snapshot at a point in time – in this case, 31st March 2023. Year on year, this number is susceptible to fluctuation as it is dependent on the number of starts across each framework. Frameworks typically vary in duration and even within frameworks individuals may progress faster or slower depending on the individual's pace of learning.

As at 31st March 2023, there were **39,006** Modern Apprentices in training, 1.3% (+502) higher than the same point last year (38,504).

In Training by age

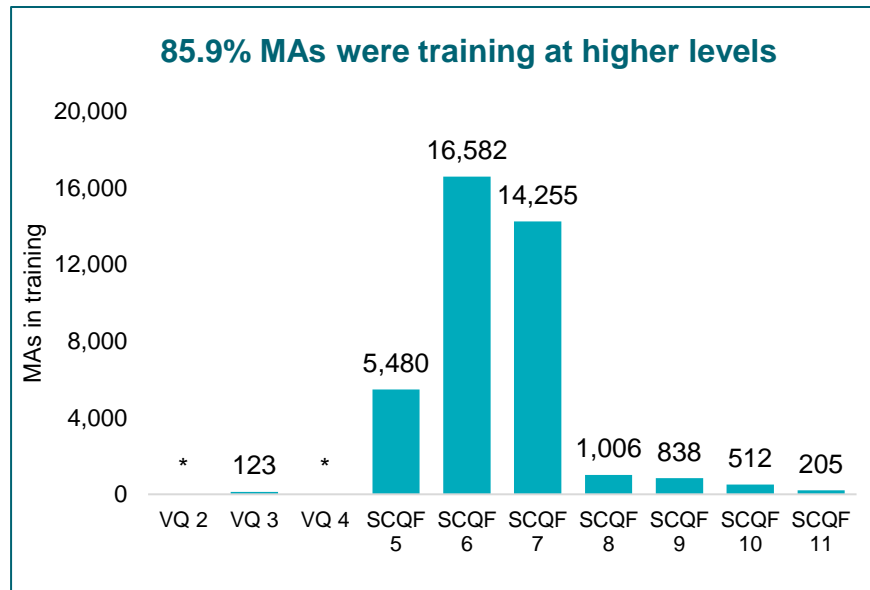
Figure 28: Modern Apprentices in training by age group, 2022/23



At the end of quarter 4, 49.1% of those in training were aged 16-19 (-0.2 pp on the same point last year); 19.8% were aged 20-24 (+0.1 pp); and 31.1% were aged 25 or over (+0.1 pp). Those aged 16-24 accounted for 68.9% (26,871) of MAs in training, while 31.1% were aged 25 or over. The proportion of 16-24 year olds in training was 0.1 pp lower than the same point last year (69.0%).

In Training by level

Figure 29: Modern Apprentices in training by level, 2022/23



At the end of quarter 4, 85.9% of Modern Apprentices were working towards a qualification at SCQF level 6 or above, 0.7 pp higher than the same point last year.

²³ IT & Other Services and Transport & Logistics occupational groupings have been removed due to disclosure control therefore in training figures will not sum to 1,555.

Figure 30: Modern Apprentices in training by level and occupational grouping, 2022/23²³

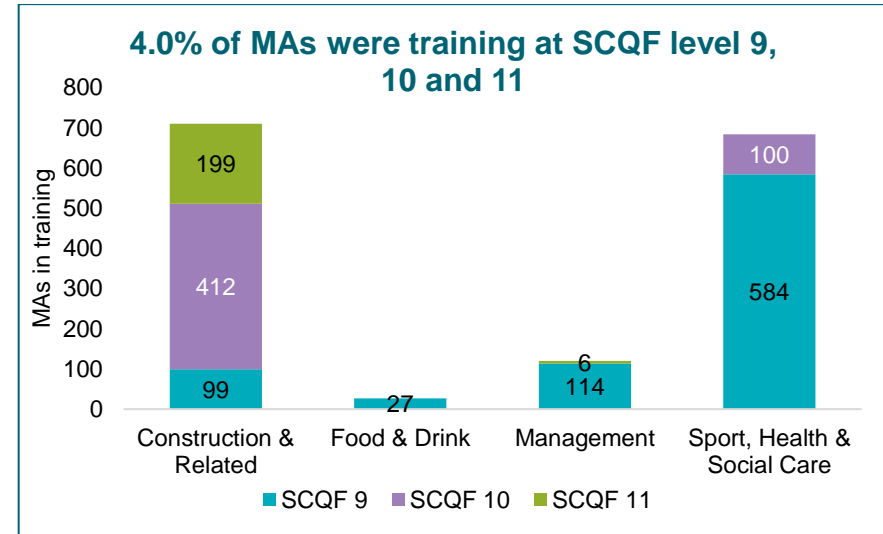


Figure 30 shows that at the end of 2022/23, 4.0% (1,555) of MAs were training towards a qualification at SCQF level 9, 10, and 11 (equivalent to an Ordinary Degree, Honours Degree, and Masters, respectively).²⁴ Of all MAs training at those higher levels, 45.7% (710) were working towards a framework in the Construction & Related grouping and 44.0% (684) in the Sport, Health & Social Care grouping.

²⁴ [SQA Qualifications in the SCQF](#)

In Training by occupational grouping

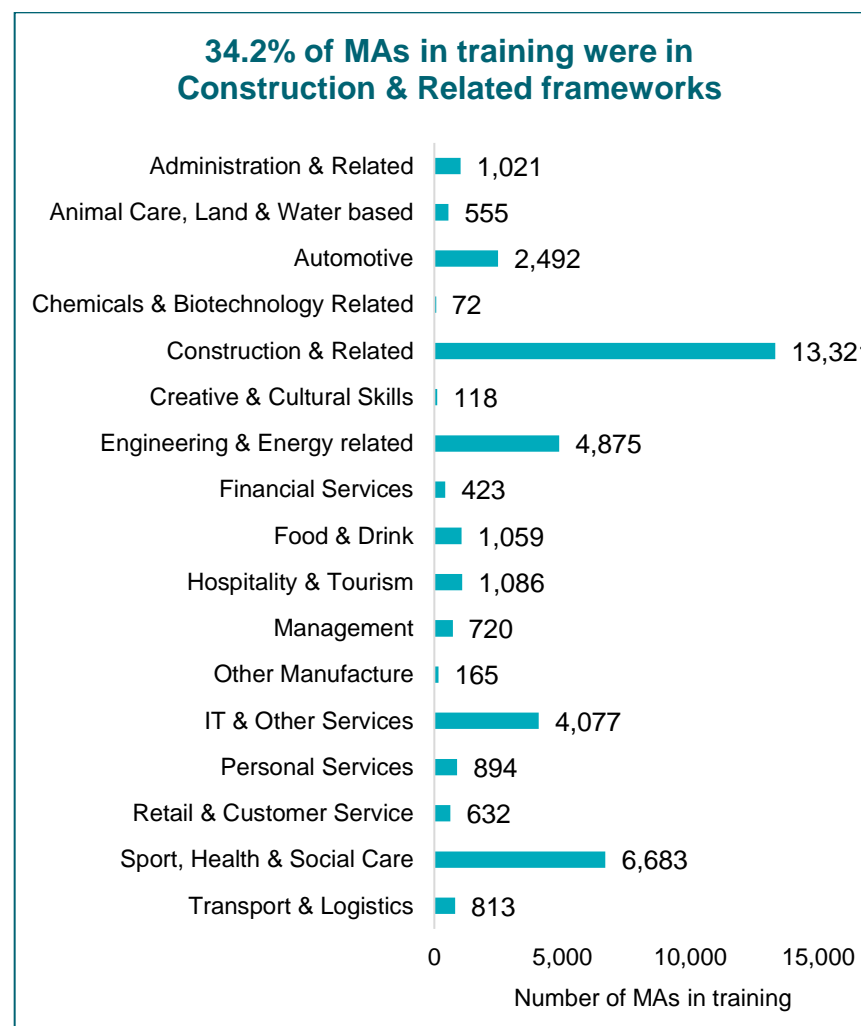
The four occupational groupings with the highest proportion of MAs in training reflected the, typically longer, duration of frameworks in those groupings:

1. **Construction & Related (34.2%, +0.9 pp on 2021/22)**
2. **Sport, Health & Social Care (17.1%, -0.1 pp on 2021/22)**
3. **Engineering & Energy Related (12.5%, +0.6 pp on 2021/22)**
4. **IT & Other Services (10.5%, +2.2 pp on 2021/22)**

60.0% of MAs in training were in STEM frameworks, 1.3 pp higher than the same point last year.²⁵ The majority of those in STEM frameworks were aged 16-24 (80.0%) and were training at SCQF level 6 or above (88.1%).

Tables 13.1 to 13.5 in the [Supplementary Tables](#) details MAs in training by age group, SCQF level, occupational grouping, and local authority area.

Figure 31: Modern Apprenticeship in training by occupational grouping, 2022/23



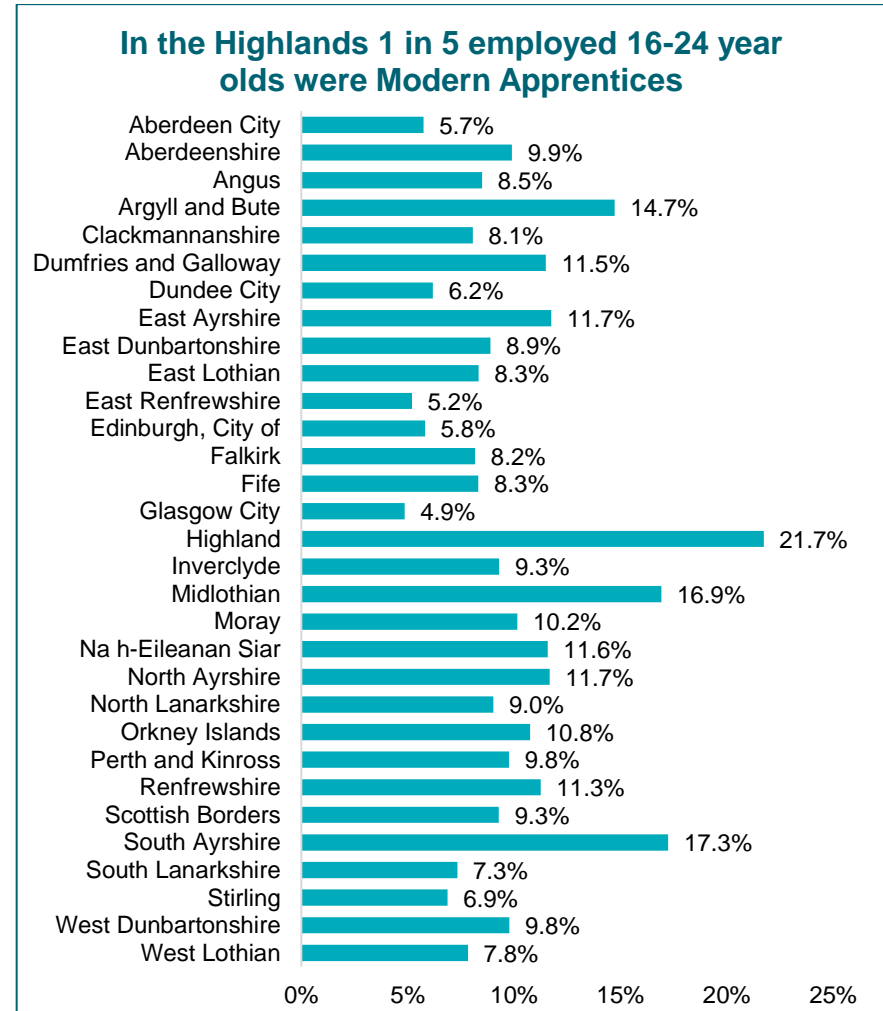
²⁵ Based on the agreed STEM list in Appendix C.

Modern Apprentices and local employment

Further analysis considered the number of MAs in training aged 16-24 (as at 31st March 2023) compared to the number of 16-24 year olds in employment residing in each local authority.²⁶

In Scotland, approximately 8.4% of 16-24 year olds who are in employment were Modern Apprentices. Figure 32 provides a breakdown, by local authority, of 16-24 year old MAs in training as a proportion of the number of 16-24 year olds in employment.²⁷ In 2022/23, Highland had the highest proportion at 21.7%, followed by South Ayrshire at 17.3%, and Midlothian at 16.9%. Since 2020/21, we have found South Ayrshire and Midlothian at the top of this list however Highland is uncommon. Last year 9.5% of 16-24 year olds in employment in the Highlands were Modern Apprentices, 10.5% in 2020/21. That rate has more than doubled this year to 21.7%. This is due, in part, by the decrease in the 16-24 year old employed population in the Highlands which halved from 15,100 last year to 7,200 this year.

Figure 32: Modern Apprentices in training aged 16-24 as a proportion of 16-24 in employment by local authority, 2022/23



²⁶ The Annual Population Survey (Jan 2022 – Dec 2022)

²⁷ Shetland Islands was removed due to disclosure control.

Modern Apprenticeship Achievements

In 2022/23, the overall achievement rate was **72.7%**, with 19,095 achievements out of 26,263 leavers, 0.9 pp higher than the same point last year (71.8%). Table 5 shows that the achievement rate gradually declined from 2016/17 to 2021/22, following a similar trend reported in Further Education Performance figures, but is starting to show signs of recovery post-pandemic.²⁸

Table 5: Modern Apprenticeship achievements, leavers, and achievement rate, 2016/17 to 2022/23

Year	Achievements	Leavers	Achievement rate
2016/17	20,404	26,028	78.4%
2017/18	20,309	26,101	77.8%
2018/19	21,767	28,461	76.5%
2019/20	21,900	28,585	76.6%
2020/21	15,169	19,847	76.4%
2021/22	17,775	24,763	71.8%
2022/23	19,095	26,263	72.7%

Completing a Modern Apprenticeship is a significant time investment for a young person and some frameworks can take four years to achieve. Research conducted by the

²⁸ [Scottish Funding Council: College Performance Indicators 2020-21 \(2022\)](#)

Organisation for Economic Co-operation and Development (OECD) shows that, in the United Kingdom, young people (aged 15-24) tend to stay in jobs for less time than all employed people. In 2021, 41.6% of young people stayed in their job for one year or less, compared to 13.4% for 25-54, and 15.0% across all ages.²⁹ Similarly, our data shows that Modern Apprentices aged 25 and older have a higher achievement rate (77.0%) than those aged 16-24 (69.8%).

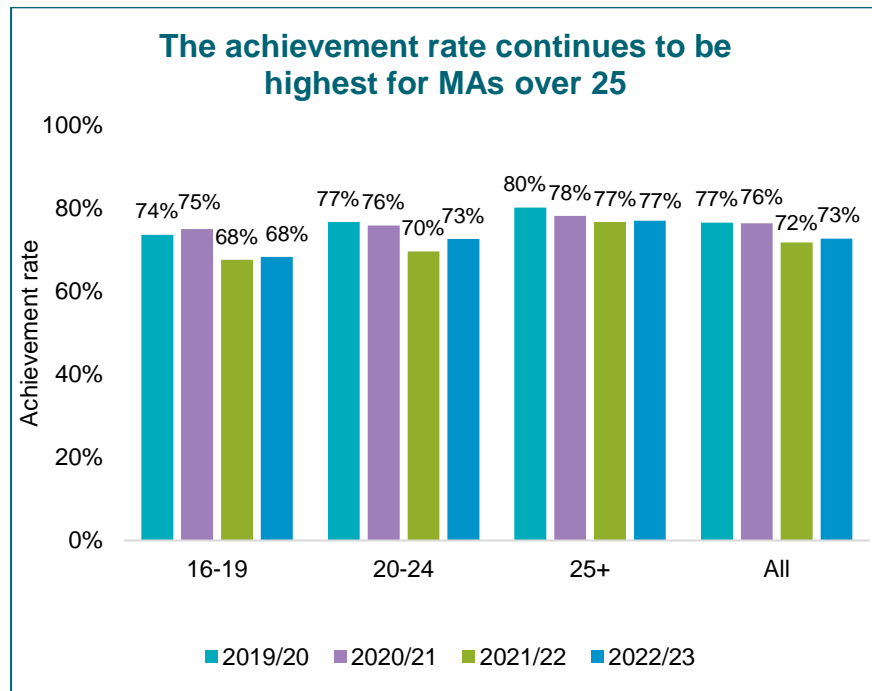
Achievements by age

The number of achievements, leavers, and achievement rate by age group from 2015/16 onwards can be found in Table 14.2 of the [Supplementary Tables](#).

In 2022/23, the achievement rate increased across all age groups when compared to the same point last year. The 16-19 achievement rate was 68.3% (+0.6 pp higher than 2021/22), 20-24 achievement rate was 72.6% (+3.0 pp), 25+ achievement rate was 77.0% (+0.3 pp). The 25+ age group continued to have the highest achievement rate.

²⁹ [OECD: Labour Force Statistics – Employment by job tenure intervals - frequency](#)

Figure 33: Modern Apprenticeship achievement rate by age group, 2019/20 to 2022/23



The lowest achievement rate in our Modern Apprenticeship data was amongst 16–19-year-olds. A similar trend was found in further education. In college courses, younger age groups were less likely to complete successfully compared to older age groups.³⁰

³⁰ [College Performance Indicators 2020-21, SFC \(2022\)](#)

Achievements by level

The number of achievements, leavers, and achievement rate by SCQF level can be found in table 14.3 of the [Supplementary Tables](#).

Figure 34: Modern Apprenticeship achievement rate by level (groups), 2021/22 to 2022/23

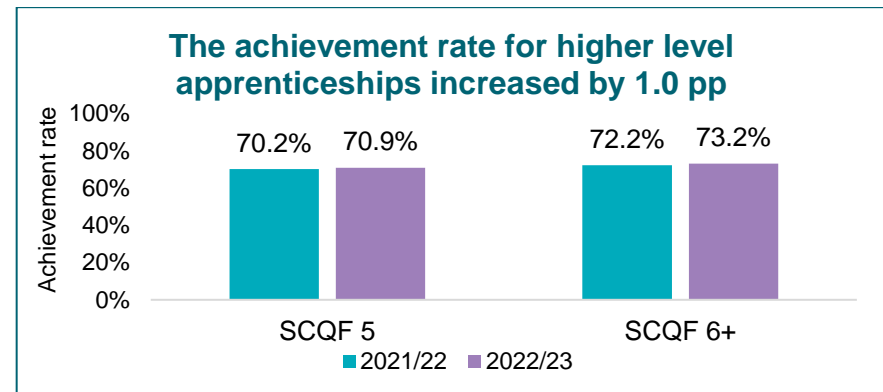
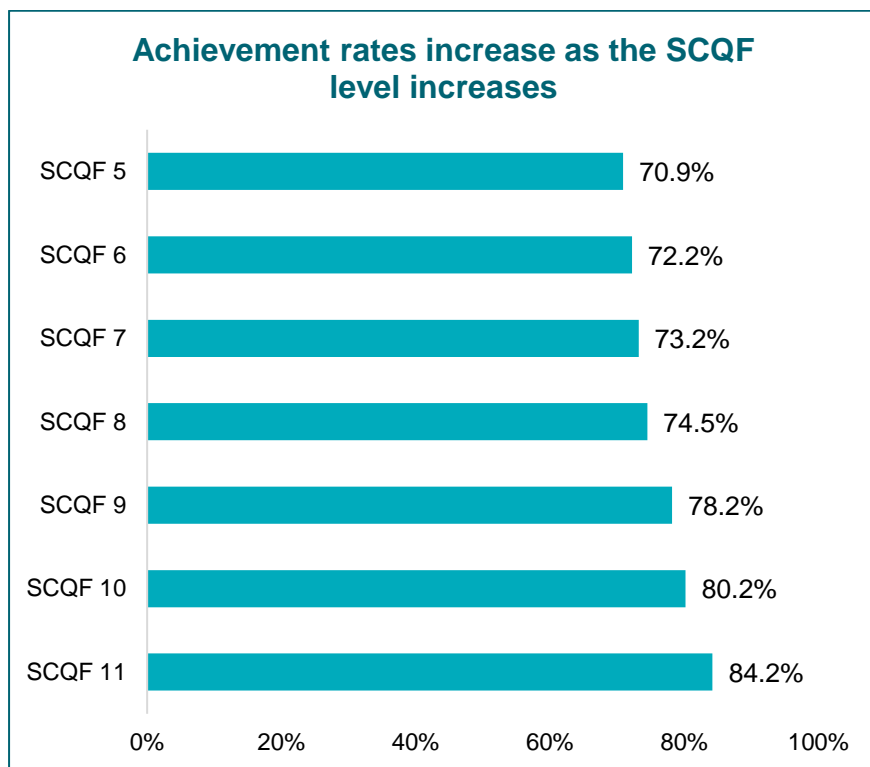


Figure 34 shows the achievement rate was 73.2% for MAs working towards SCQF level 6 and above. This is 1.0 pp higher than the same point last year and 3.2 pp lower than 2019/20. The achievement rate was 70.9% for MAs working towards frameworks at SCQF level 5 or lower. This is 0.7 pp

higher than the same point last year 6.4 pp lower than 2019/20.

Figure 35: Modern Apprenticeship achievement rate by level, 2022/23³¹



³¹ SCQF levels VQ 2 and VQ 4 have been removed due to disclosure control.

Figure 35 shows Modern Apprenticeship achievement rates by SCQF level in 2022/23. Modern Apprenticeship achievement rates tend to increase as the SCQF level increases i.e., the complexity of the learning.³² SCQF level 11 had the highest achievement rate this year at 84.2% with 230 achievements out of 273 leavers. Nearly all these achievements came from the Construction: Professional Apprenticeship framework (226 achievements).

³² [SQA: SQA Qualifications in the SCQF](#)

Achievements by occupational grouping

The number of achievements, leavers, and achievement rate by occupational grouping can be found in table 14.4 of the [Supplementary Tables](#).

Figure 36: Modern Apprenticeship achievement rates by occupational grouping, 2021/22 to 2022/23

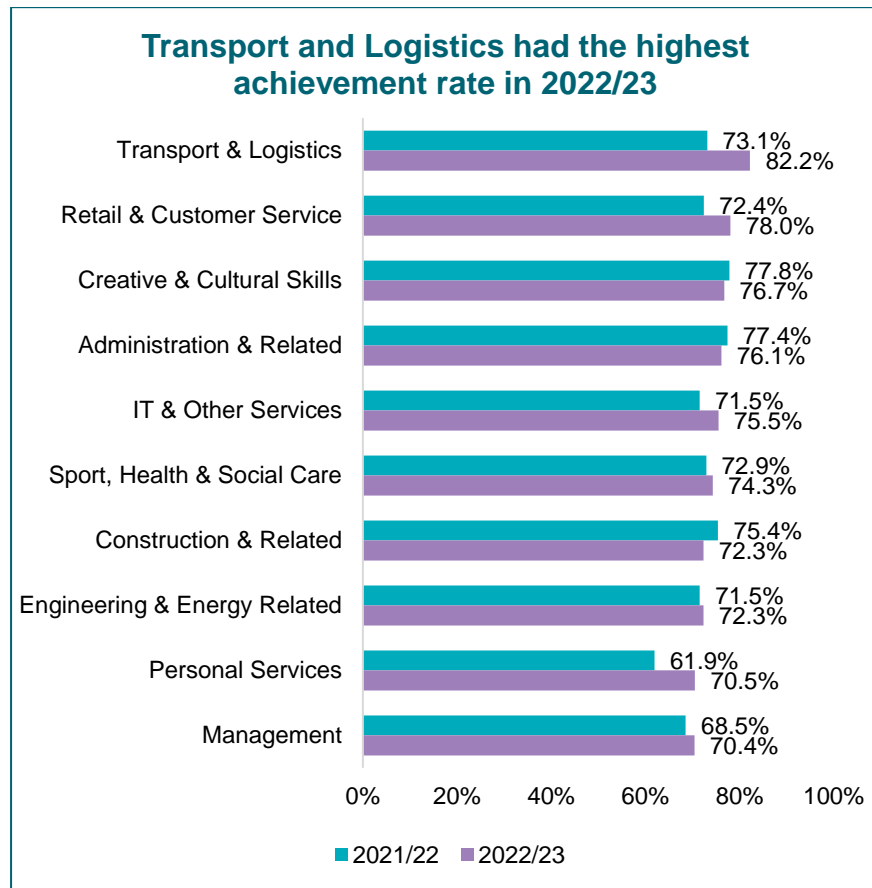


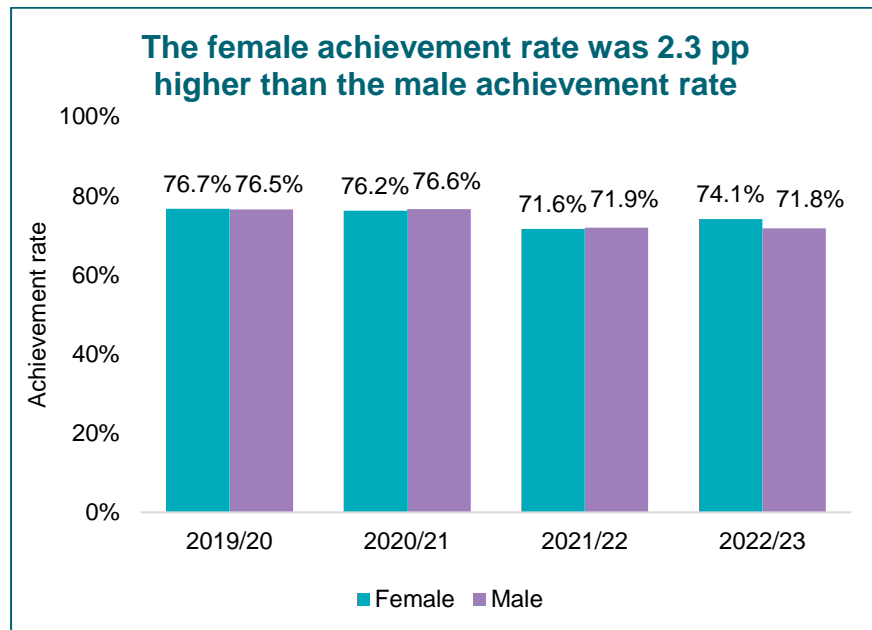
Figure 36 shows the top ten achievement rates by occupational grouping. Transport and Logistics had the highest achievement rate this year at 82.2%, 9.1 pp higher than the same point last year.

The Construction & Related occupational grouping has historically had some of the highest achievement rates including a high achievement rate pre-pandemic. In 2022/23, the Construction & Related grouping had the seventh highest achievement rate (72.3%), 3.1 pp lower than the same point last year. This decline may be partly explained by the decrease in achievement rates for *Electrical Installation* (-5.0 pp), and *Construction: Civil Engineering* (-5.3 pp) frameworks.

Achievements by gender

In 2022/23, the female achievement rate was 74.1%, 2.3 pp higher than the male achievement rate (71.8%), and 1.4 pp higher than the overall achievement rate (72.7%). The achievement rate gap widened by 2.0 pp relative to the same point last year.

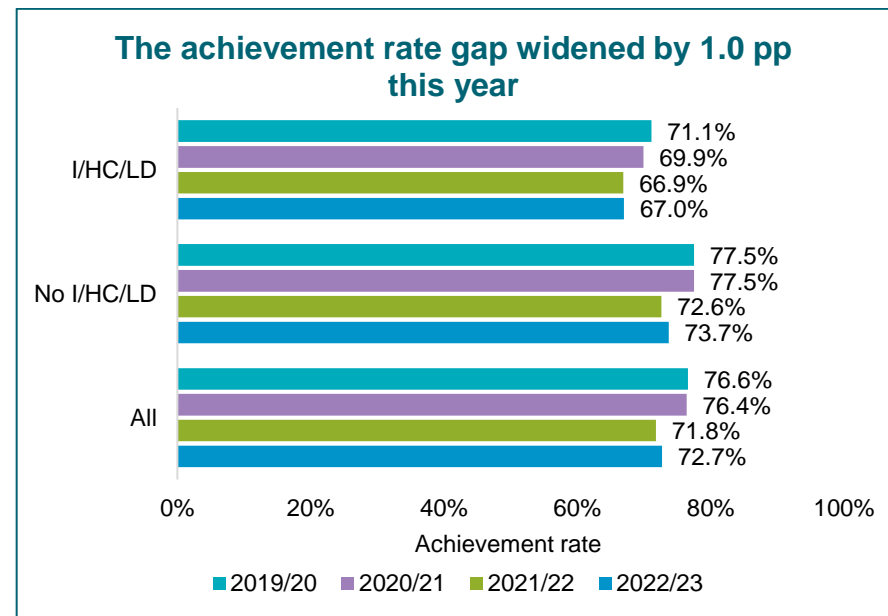
Figure 37: Modern Apprenticeship achievement rate by gender, 2019/20 to 2022/23



Achievements by disability

In 2022/23, the achievement rate of disabled MAs was 67.0%, compared to an overall achievement rate of 72.7%, and 73.7% for MAs who were not disabled. Whilst the achievement rate for disabled MAs remained relatively unchanged (+0.1 pp) compared to last year, the achievement rate for non-disabled MAs increased by 0.9 pp, widening the achievement gap from 5.7% to 6.7%, an increase of 1.0 pp.

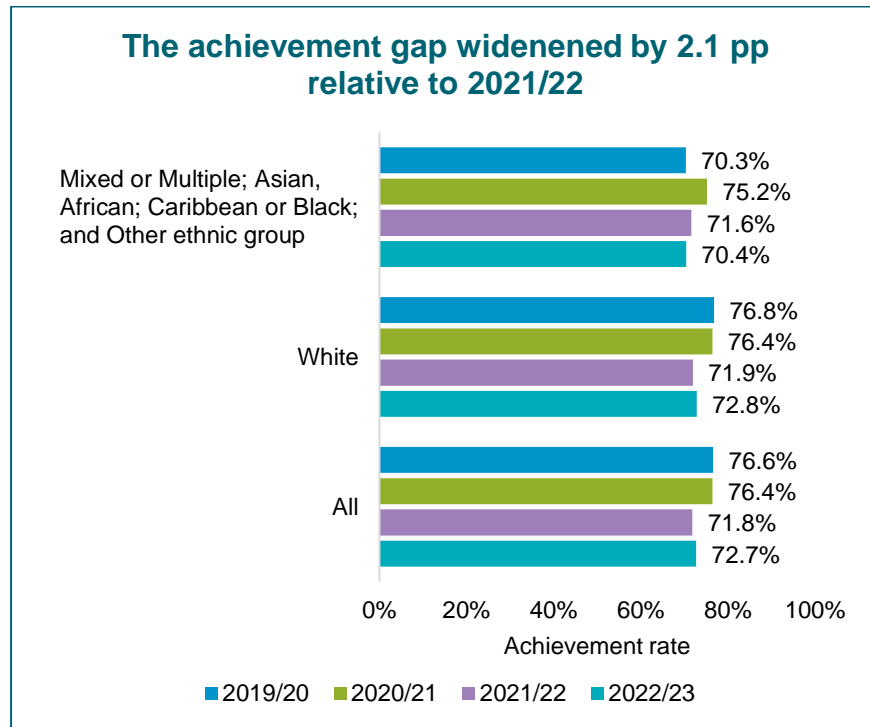
Figure 38: Modern Apprenticeship achievement rate by I/HC/LD, 2019/20 to 2022/23



Achievements by ethnicity

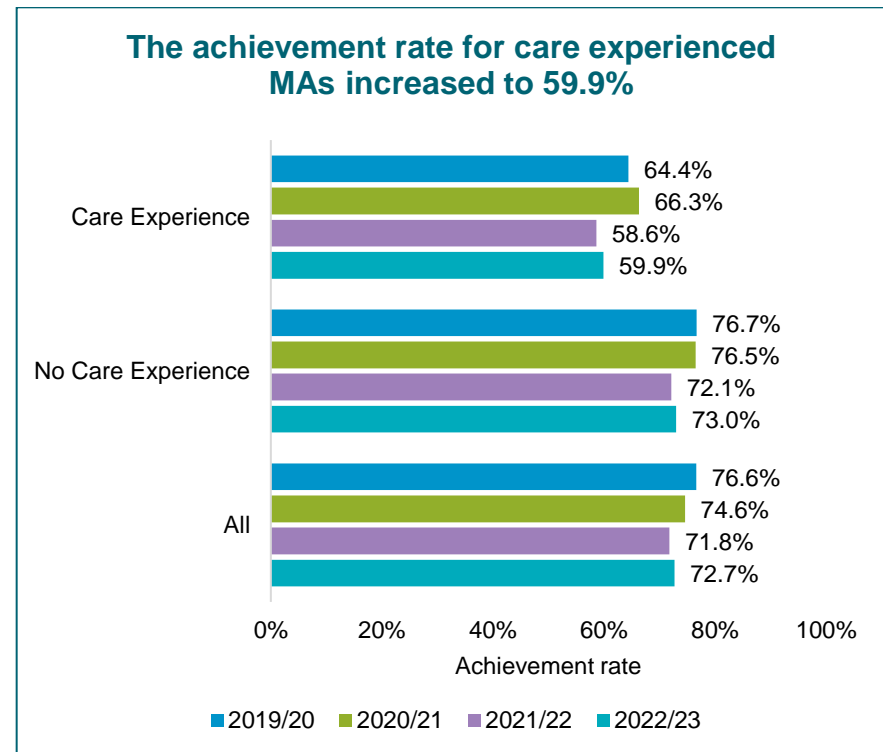
The achievement rate of MAs self-identifying as being from a Mixed or multiple; Asian; African; Caribbean or black; and Other ethnic group was 70.4% compared to 72.8% for those self-identifying as 'white', and an achievement rate of 72.7% overall. The achievement rate gap has widened by 2.1 pp relative to the same point last year.

Figure 39: Modern Apprenticeship achievement rate by ethnicity, 2019/20 to 2022/23



Achievements by care experience

In 2022/23, the achievement rate for care experienced Modern Apprentices was 59.9%, 1.3 pp higher than the same point last year. MAs with no care experience had an achievement rate of 73.0%, 0.9 pp higher than last year. The achievement rate gap narrowed by 0.4 pp relative to 2021/22.



The achievement rate for care experienced MAs reflects a similar trend to other sources such as Education Outcomes for Looked After Children.³³ This also shows that looked after young people in Scotland tend to have poorer outcomes including lower attainment and fewer securing positive destinations.

Achievements by local authority

Achievements, leavers, and achievement rate by local authority area can be found in table 1.4 of the [Supplementary Tables](#). The mix of Modern Apprenticeship frameworks and volume of starts in each area goes some way to explain the variation in the achievement rates between local authorities.

In 2022/23, the Orkney Islands had the highest achievement rate at 81.9% (9.2 pp higher than the overall achievement rate). This was the fourth consecutive year that Orkney has had one of the highest achievement rates.

³³ [Scottish Government: Education Outcomes for Looked After Children 2019/20 \(2021\)](#)

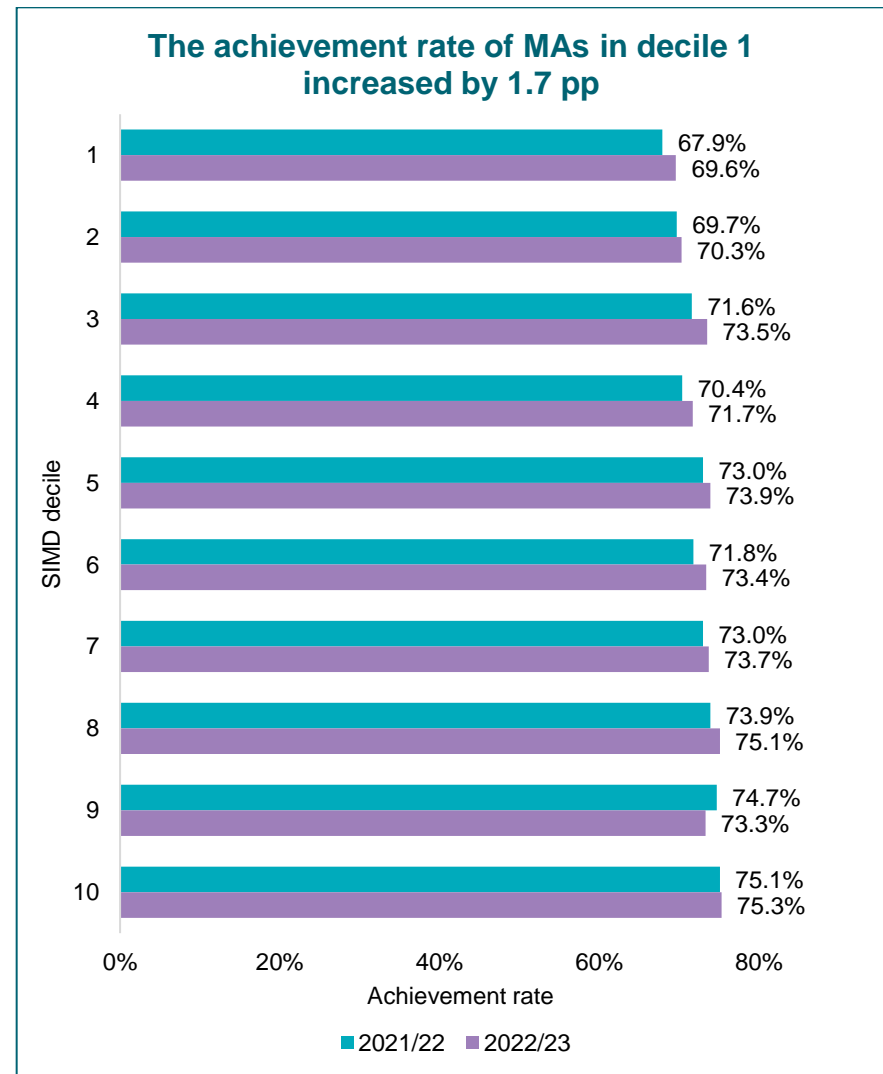
Achievements by SIMD

Figure 40 shows the achievement rate for Modern Apprentices by SIMD decile, from the 10% most deprived areas (decile 1) to the 10% least deprived areas (decile 10).

The achievement rate for those residing in the 10% most deprived areas in 2022/23 was 69.6%, 1.7 pp higher than the same point last year and 3.1 pp lower than the overall achievement rate (72.7%).

The achievement rate gap between those residing in the least deprived and most deprived areas was 5.7% in 2022/23. This gap has been narrowing since the 2020/21 when the gap was 8.0%.

Figure 40: Modern Apprenticeship achievement rate by SIMD decile, 2021/22 to 2022/23



Achievements and intersectionality

SDS is committed to ensuring that individuals from a diverse range of backgrounds can access Modern Apprenticeships and achieve equitable outcomes. We are working to encourage employers to value and develop a diverse talent pool with the right skills for their business. SDS recognises that it is often the interaction of different protected equality characteristics that creates the greatest inequalities.

With that in mind, we have introduced this new section to the report looking at intersectionality in Modern Apprenticeships. This is the first time we have published intersectional data on Modern Apprentices. We recognise that a move to more intersectional reporting provides valuable insight on the achievements of apprentices from a variety of backgrounds. Where the reporting of statistics is limited by disclosure control, we will aim to provide commentary to give an indication of what the data is telling us.

Poverty has a significant negative impact on labour market and educational outcomes. Poverty can be seen to interact

³⁴ If an area is identified as 'deprived' this can relate to people having a low income, but it can also mean fewer resources or opportunities.

with other protected characteristics to produce the greatest inequalities. In this report we use the Scottish Index of Multiple Deprivation (SIMD) as a proxy for poverty.³⁴ In 2022/23 Modern Apprenticeship achievement rates were lowest in the most deprived areas and highest in the least deprived areas. The achievement rate for MAs who lived in the 20% most deprived areas (quintile 1) was 70.0%.³⁵ This was lower if those individuals were also care experienced (60.1%), disabled (63.4%), minority ethnic (65.6%), or female (69.6%).

Outcomes for care experienced young people tend to be poorer in comparison to other groups. The achievement rate for care experienced apprentices was 59.9% this year, 13.1 pp lower than the achievement rate for those with no care experience (73.0%). The rate was lower again for those who were also disabled (58.6%), or male (56.7%).

Outcomes for disabled people tend to be poorer than non-disabled people. This year, the achievement rate for those with a disability was 67.0%, 6.7 pp lower than those who did not have a disability (73.7%). The achievement rate was

³⁵ The achievement rate was 74.4% for MAs residing in the 20% least deprived areas (quintile 5).

lower for apprentices who were also male (65.8%), care experienced (58.6%), or minority ethnic (59.3%).

These examples clearly demonstrate more work is required to support people and businesses. Skills Development Scotland is working with partners across the skills and education landscape towards this goal. The [SDS Equality and Diversity Mainstreaming Report](#) highlights some of the work that SDS is undertaking to promote and increase equality of opportunity for all people in Scotland.

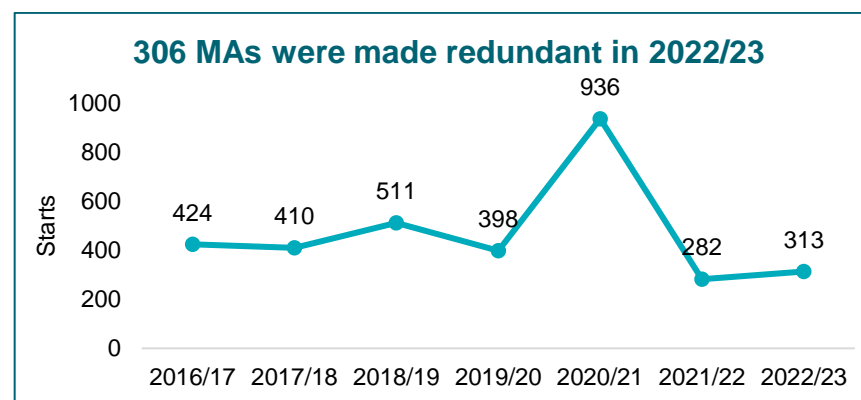
SDS is committed to providing insights on key intersectional groups who are disadvantaged in Modern Apprenticeships, and we will include this section in every quarter 4 MA report going forward.

Modern Apprenticeship Redundancies

In 2022/23, 306 Modern Apprentices were made redundant, 23 more than the same point last year (283). 163 individuals continued a Modern Apprenticeship with an alternative employer and 116 of those were supported via

the Adopt an Apprentice initiative supporting apprentices to complete their training with an alternative employer.

Figure 41: Modern Apprenticeship redundancies, 2016/17 to 2022/23



Modern Apprentices who are made redundant can continue to positive destinations without the need for Adopt an Apprentice funding. Adopt an Apprentice information is available on the [Our Skillsforce](#) website. All Modern Apprentices facing redundancy are offered Career Information, Advice and Guidance services and Learning Providers offer additional support in finding alternative employment opportunities for them.³⁶

³⁶ Note that not all apprentices accept the offer of support.

Further Information

This report provides analysis of publicly funded Modern Apprenticeship activity up to the end (Q4) of the 2022/23 financial year.

Statistics associated with Modern Apprenticeships such as starts, in training, leavers, and achievements are provided in summary form. Further information including more detailed breakdowns of these statistics by framework, age, level, and equality characteristics can be found within our [Supplementary Tables](#) on the SDS website.

Note to Readers

Guidance on how Modern Apprenticeship data is collected and reported is available on the SDS website [here](#). We recommend that the guidance is read prior to any further analysis.

The impact of Covid-19 has had a profound impact on the economy and Modern Apprenticeship data should be considered in this context. We recommend exercising caution when comparing figures to 2019/20 and 2020/21 statistics.

Gender

To ensure that we enable apprentices to record their gender in the most appropriate way for them, we have amalgamated responses against 'prefer not to say' and 'in another way' and have included them within some tables under the heading "Multiple". These apprentices have not been included in other categories where this is the case to ensure confidentiality.

Age

As programme funding is linked to the age of trainees, all age breakdowns in this report are based on the age of the individual when they commenced their Modern Apprenticeship.

Level

In line with Scottish Government direction, we carried out an exercise to align MA frameworks to SCQF levels (see Appendix A).

Occupational Groupings

Classifications of occupational groupings may be changed due to ongoing refinement and changes to frameworks each

year. For this report, occupational grouping was defined by categorising the high-level framework titles. This means that an MA on a management framework will fall into the “Management” grouping regardless of the sector they are employed in. This analysis may differ from other estimations of occupational grouping – for example, in the case of the Audit Scotland MA Report (March 2013). Details of the frameworks that fit into each grouping are available on the statistics section of the [SDS corporate website](#).

Frameworks

In this report, MA frameworks are classified as belonging to an SDS assigned occupational grouping. Details are available [here](#) on the SDS website.

Disability

The figures quoted in this report are in response to our disability disclosure question first introduced in 2016/17. This was aligned to the wording recommended by Advance HE (formerly Equality Challenge Unit) after extensive consultation with disability partners, Modern Apprentices, learning providers, and employers. In 2021/22 Learning Disability and Specific Learning Difficulty were both offered

as a selection to the disability disclosure question (see Appendix D). We use this information to inform our strategy to address under-representation, including supporting more individuals with physical and learning disabilities to undertake a Modern Apprenticeship.

Care experience

We started collecting self-declared information on care experience in 2015/16. In response to the question, ‘Have you ever been in care?’ In this instance, care is defined as: foster care, kinship care, residential care or looked after at home.

Starts

In April 2019 we adjusted the recording of starts, re-entrants, and progressions to accommodate the introduction of a new system to improve how Training Providers manage their contracts. More details can be found [here](#) on the SDS website.

Modern Apprentices and local employment

Please note that the “employed” status from the Annual

Population Survey includes all individuals that work (full-time or part-time) and could include college/ university students that work part-time. As data is based on trainee home address, rather than employer address, this analysis should be viewed as indicative as apprentices may travel to work in a different local authority.

Achievements

Achievements are counted when a claim against the final outcome payment has been made and approved in the financial year. Therefore, the achievement rate is the number of certificated leavers registered in the financial year as a percentage of all MAs registered as leavers on the system in that same year. For more information on how the achievement rate is calculated please see our [User Guide](#).

Leavers

Leavers are counted when a leaving date is entered on the system. A small number of assignments are discounted where the leaving reason is recorded as maternity/paternity, redundancy, business ceased trading, death, or admin error.

Calculations

This report may refer to a percentage increase or decrease in values, which means the relative change between two numbers e.g., starts increased by 5% compared to the same quarter last year. The report may also refer to a percentage point (pp) increase or decrease, which means the absolute change between two percentages e.g., the achievement rate for MAs aged 25 or over increased by 8 pp.

Percentages in this report may not sum to 100% due to rounding. Similarly, calculating percentage point differences from the data presented in the report may differ slightly from figures cited in the text. This is also due to rounding.

Contact

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

Appendices

Appendix A – SCQF Framework

SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			Professional Development Award	Doctoral Degree	Professional Apprenticeship
11			Professional Development Award	Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship, Professional Apprenticeship, SVQ
10			Professional Development Award	Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship, Professional Apprenticeship, SVQ
9			Professional Development Awards	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship, Technical Apprenticeship, SVQ
8		Higher National Diploma, Advanced Diploma	Professional Development Award	Diploma of Higher Education	Higher Apprenticeship, Technical Apprenticeship, SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate, Advanced Certificate	Professional Development Award	Certificate of Higher Education	Modern Apprenticeship, SVQ
6	Higher, Awards, Skills for Work Higher	National Certificate	Professional Development Award		Modern Apprenticeship, Foundation Apprenticeship, SVQ
			National Progression Award		
5	National 5, Awards, Skills for Work National 5	National Certificate	National Progression Award		Modern Apprenticeship, SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award		SVQ
3	National 3, Awards, Skills for Work National 3	National Certificate	National Progression Award		
2	National 2, Awards	National Certificate	National Progression Award		
1	National 1, Awards				

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³⁷ Scottish Credit and Qualifications Framework: [The SCQF Interactive Framework](#)

Appendix B – List of growth and key sector occupational groupings

Growth and key sector occupational groupings	Other groupings
Construction & Related Hospitality & Tourism Engineering & Energy Related Automotive Food & Drink Transport & Logistics IT & Digital* Financial Services Creative & Cultural Skills Chemicals & Biotechnology Related	Sport, Health & Social Care Retail & Customer Service Administration & Related Personal Services Management Animal Care, Land and Water Based Other Manufacture IT & Other Services*

*For the purpose of this analysis, the 'IT & Other Services' SDS occupational grouping was split into 'IT & Digital' and 'Other Services' as the IT/Digital sector is an important key/growth sector.

Appendix C – STEM Framework List

Agriculture
Aquaculture
Automotive
Biotechnology
Bus and Coach Engineering Maintenance
Construction
Construction: Building
Construction: Civil Engineering
Construction (Civil Engineering & Specialist Sector)
Construction (Craft Operations)
Construction: Professional Apprenticeship
Construction: Specialist
Construction: Technical
Construction: Technical Apprenticeship
Construction (Technical Operations)
Creative and Digital Media
Data Analytics Technical Apprenticeship
Dental Nursing
Digital Applications
Digital Technology Technical Apprenticeship
Domestic Plumbing & Heating
Electrical Installation
Electronic Security Systems
Electrotechnical Services
Engineering
Engineering Construction
Equine
Gas Heating & Energy Efficiency
Gas Industry
Heating, Ventilation, Air Conditioning and Refrigeration

Horticulture
Industrial Applications
Information & Communication Technologies Professional
Information Security
Information Security Technical Apprenticeship
IT and Telecommunications
IT and Telecommunications Technical Apprenticeship
Land-based engineering
Life Sciences
Life Sciences and Related Science Industries
Network Construction Operations (Gas)
Oil and Gas Extraction
Pharmacy Services
Pharmacy Services Technical Apprenticeship
Plumbing
Polymer Processing
Power Distribution
Process Manufacturing
Rail Engineering
Rail Transport Engineering
Trees and Timber
Upstream Oil and Gas Production
Veterinary Nursing
Water Industry
Water Treatment Management
Wind Turbine Installation and Commissioning
Wind Turbine Operations and Maintenance

Blue text – older frameworks, included for calculation of STEM achievements/leavers
Bold text – frameworks added during this financial year

Appendix D – Disability Monitoring Question

Disability

a) Do you have an impairment, health condition, or learning difficulty?*

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>

*Lasting or expected to last 12 months or more

b) If you have an impairment, health condition or learning difficulty, please select all those on the list that apply.

You have a social/communication impairment such as a speech and language impairment or Asperger's syndrome/other autistic spectrum disorder	<input type="checkbox"/>
You have a learning disability (a condition that you have had since childhood that affects the way you learn, understand information and communicate) such as Down's Syndrome	<input type="checkbox"/>
You are blind or have a visual impairment uncorrected by glasses	<input type="checkbox"/>
You are deaf or have a hearing impairment	<input type="checkbox"/>
You have a long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	<input type="checkbox"/>
You have a mental health difficulty, such as depression, schizophrenia or anxiety disorder	<input type="checkbox"/>
You have a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	<input type="checkbox"/>
You have a physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches	<input type="checkbox"/>
You have a disability, impairment or medical condition that is not listed above	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>