

Modern Apprenticeship Statistics

For the full financial year 2021/22

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1. User Information

1.1 About our Statistics

Modern Apprenticeships (MAs) provide employed individuals (either new or existing employees) with the opportunity to secure industry-recognised qualifications while in work. This report provides a summary of 2021/22 statistics (April-March) for MAs where there is a public funding contribution administered by Skills Development Scotland (SDS), on behalf of the Scottish Government.

Content and formatting changes have been introduced to this report to improve accessibility, in line with the Code of Practice for Statistics. Further analysis can be found in the [Supplementary Statistics Tables](#).

Please contact user_feedback@sds.co.uk with any questions or feedback.

1.2 Methodological Changes

In April 2019 we adjusted the recording of starts, re-entrants, progressions, and leavers information to accommodate the introduction of a new system and to improve how Learning Providers manage their contracts.

To streamline our data handling and analysis processes, we

introduced the use of Microsoft Power BI during 2020/21. This has helped us to organise our source data and minimise the need for multiple manual calculations.

1.3 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 within the report itself, the tables and charts produced
- Ensuring supporting commentary provides insight for the end user.

1.4 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](#).

2. Introduction

Throughout our 2021/22 publications we acknowledged the impact that the Covid-19 pandemic has had on the delivery of Modern Apprenticeships.

During this time, various public health measures were intermittently relaxed and then re-introduced to slow the spread of successive Covid variants. Restrictions continued to limit both the operability of tourism, hospitality, and retail sectors where, under normal circumstances, take up of apprenticeships would be high. Restrictions also limited the ability for apprentices to undertake training opportunities.

Whilst businesses continued to face economic uncertainty, as well as recruitment challenges and inflation pressures, the number of MA starts steadily increased throughout the year. With Covid restrictions fully lifted towards the end of Quarter 4 and the economy continuing to strengthen¹, start figures for 2021/22 reached 91.1% of what they were in 2019/20.

¹ [Monthly Economic Brief March 2022, Scottish Government](#)

As we move forward, SDS will continue to help provide people with opportunities to develop skills through our contribution to the Young Person's Guarantee and the National Strategy for Economic Transformation.²

We aim to maximise the number of Modern Apprenticeship starts and revisit our target of achieving up to 30,000 starts in future years. Our new Strategic Plan (anticipated publication date June 2022) will underline the importance of apprenticeships in contributing to economic and productivity growth for Scotland.

² [Scotland's National Strategy for Economic Transformation, Scottish Government](#)

3. Key Results – Full financial year 2021/22

Since the end of quarter 4 2019/20, Covid-19 has fundamentally changed the context in which Modern Apprenticeships (MAs) have been delivered. Due to the significantly lower number of MA starts at the same point last year, comparisons (provided in the supplementary tables), should be interpreted within this context. More data on previous years' Modern Apprenticeship starts are also available on our [website](#).

26,548 Modern + Graduate Apprenticeship starts

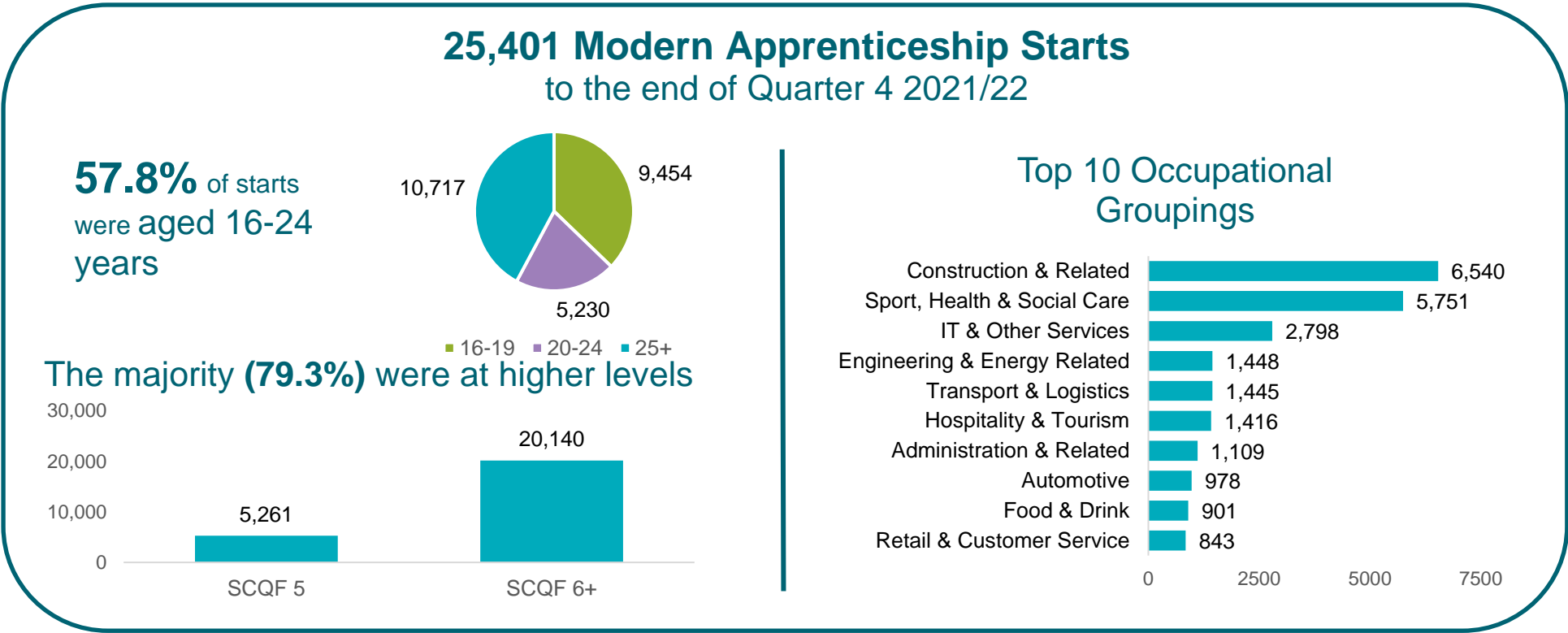


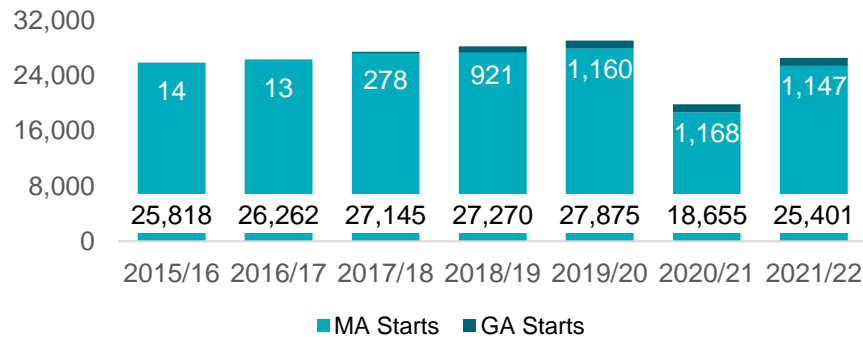
Figure 1: Summary of MA starts, Quarter 4 2021/22

4.1 Starts

The number of Modern Apprenticeship (MA) starts continued to grow throughout the financial year with volumes at year end 36.2% higher than the same point last year and 8.9% below 2019/20 starts volumes. Throughout this report, we make comparisons to 2020/21 and where appropriate also make reference to 2019/20 data to provide a comparison with pre-pandemic statistics³.

Figure 2: Modern Apprenticeship starts have increased by 36% compared to 2020/21

Modern and graduate apprenticeship starts 2015/16 to 2021/22



Covid-19 has had a varied impact across sectors. Some industries were able to adapt to new ways of working which

³ Please note that GA figures may be subject to change due to delay in data coming from Learning Providers. This will be reflected in our forthcoming separate GA publication.

meant that their economic recovery has been slightly smoother. Other sectors, particularly those directly impacted by the Omicron restrictions, such as tourism, hospitality, and retail experienced another challenging year⁴. Throughout the year, the Scottish labour market showed continued signs of improvement and by year end, economic growth was above pre-pandemic levels. However, with current global uncertainties, immediate labour shortages, supply chain challenges and inflationary pressures, economic growth may be adversely affected, going forward⁵. For more information on the impact that the Covid-19 pandemic has had on Scotland's economy, business and people, please also refer to our [COVID-19 Labour Market Insights](#) report.

4.2 MA Starts by Age

In 2021/22, the number of starts across all age groups increased relative to the same point last year. Figure 3 shows the increase in starts for those aged 16-19 (+41.1%), aged 20-

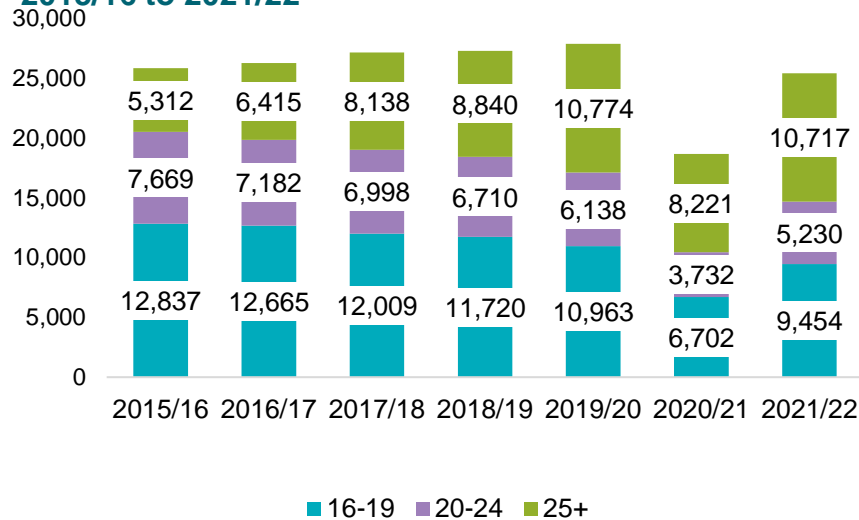
⁴ [Monthly Economic Brief March 2022, Scottish Government](#)

⁵ [Economic Commentary, Q1 2022, Fraser of Allander Institute](#)

24 (+40.1%), and aged 25+⁶ (+30.4%). The number of starts to the 16-19 and 20-24 age bands increased at a higher rate than the overall increase to the total number of starts (+36.2%). This may suggest that the opportunities for young people are improving, having previously been disproportionately affected by the pandemic⁷.

Figure 3: The majority of modern apprenticeship starts were aged 16-24 (57.8%)

Modern apprenticeship starts by age group, 2015/16 to 2021/22



⁶ Funding for MAs aged 25+ is only available in selected occupational frameworks in line with policy priorities.

⁷ [Youth Unemployment Statistics \(Powell et al., 2022\)](#)

⁸ [Covid Labour Market Insights, April 2022 \(SDS\)](#)

⁹ [Mid-year Population Estimates, 2020 National Records of Scotland \(NRS\)](#)

The rise in the number of apprentices relative to the same point in 2020/21 also corresponds to the fall in the unemployment rate of 16-24 year olds during 2021/22 i.e., 10.1% to 5.9%⁸. For more information on MA starts aged 16-24 please see the [Supplementary Tables](#).

In line with policy priority, most MA starts were aged 16-24 (57.8%). This is up from 55.9% at the same point in 2020/21. However, the proportion of MA starts aged 16-24 is 3.5 pp lower than the pre-pandemic position at Q4 2019/20. Whilst young people have been adversely impacted by the pandemic, there has also been a decline in the 16-24 year old population over recent years. Mid-year population estimates from National Records of Scotland⁹ show a 9.1% reduction in 16-24 year olds between 2010 and 2020¹⁰.

The fall in MAs aged 16-24 when compared to 2019/20 is reflected in the relative increase in the proportion of MAs starts in the 25+ age group from 23.4% in 2012/13 to 42.2% in 2021/22 (the number of starts aged 25+ was just 0.5% lower than 2019/20). This increase may reflect demand from

¹⁰ Possible reasons for the decline before the pandemic include the increasing age of the population, changing policy priorities, and the possible impact of the apprenticeship levy.

employers, including apprenticeship levy payers, who have chosen apprenticeships to upskill their existing workforce. Our MA data suggest this may be the case as just 21.7% of MA starts in the 25+ age group had been with their employer for less than 6 months. Conversely for the 16-19 and 20-24 age groups this was 79.8% and 50.5% respectively.

4.3 Starts by Level

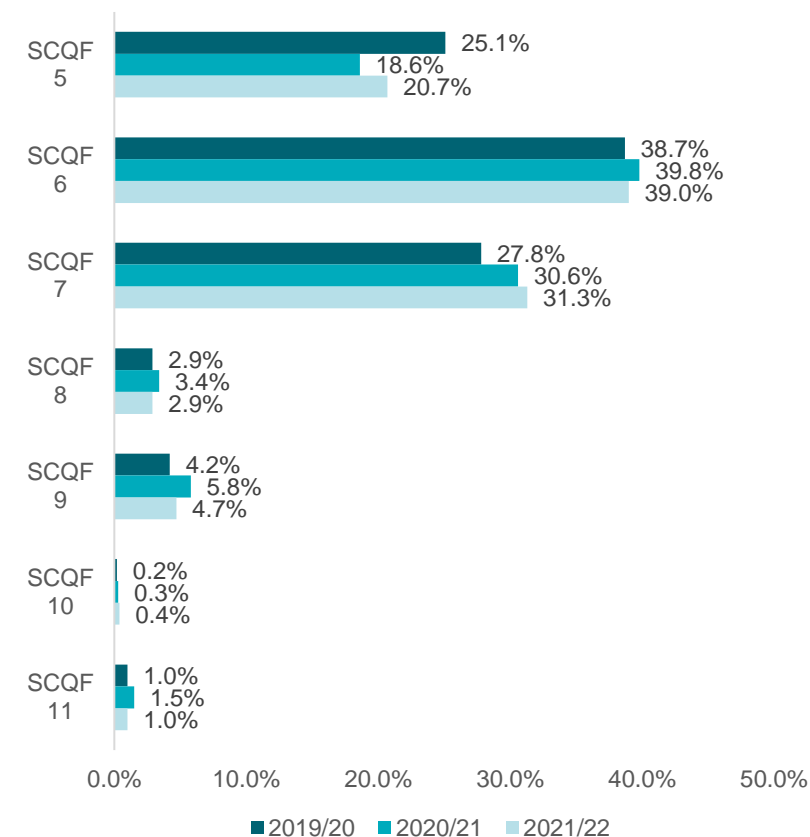
The majority of MA starts (20,140, or 79.3%) were at SCQF level 6 or above. Whilst this is -2.1 pp lower than 2020/21, when sectors that attract MAs at lower levels were hardest hit by lockdown, it is an increase of 4.4 pp relative to 2019/20. This is in line with the Scottish Government’s continued policy focus on higher level apprenticeships. The remaining apprenticeship starts were at SCQF level 5 (20.7%, 5,261)¹¹.

Table 1: MA Starts by SCQF Level, 2019/20 to 2021/22

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

Figure 4: The majority of modern apprenticeship starts were at higher levels

Proportion of MA starts by SCQF Level, 2019/20 to 2021/22



¹¹ VQ Level 3 has been removed from Figure 4 due to disclosure control

4.4 MA Progressions

Individuals who progress from one level of MA to another are not counted towards the annual starts target. Table 2 shows the number of MAs that progressed to a higher level framework (e.g., from SCQF level 6 to SCQF level 8). This year there were 631 progressions, up from 435 in 2020/21. The majority of progressions were in the Personal Services occupational grouping (210), followed by Food & Drink (80).

Table 2: MA progressions, 2021/22

Progression to level	Number of progressions
SCQF 6	513
SCQF 7	97
SCQF 8	11
SCQF 9	*
SCQF 10	-
SCQF 11	*
Total	631

¹² Classifications 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.

4.5 Starts by Occupational Grouping

Reflecting the 36.2% increase in starts during 2021/22, there was an increase in starts across all occupational groupings compared to the same point in 2020/21.

The Construction & Related and Sport, Health & Social Care groupings have remained in the top three since 2012/13. This is the fourth year that IT & Other Services has been in the top four with 11.0% of all MA starts (up 1.5 pp from last year) and the second year for the Transport & Logistics grouping (5.7% of starts). Figure 5 shows the proportion of MA starts in 2021/22 by occupational grouping with comparisons to both 2020/21 and 2019/20¹².

Top four groupings with the largest volume of starts

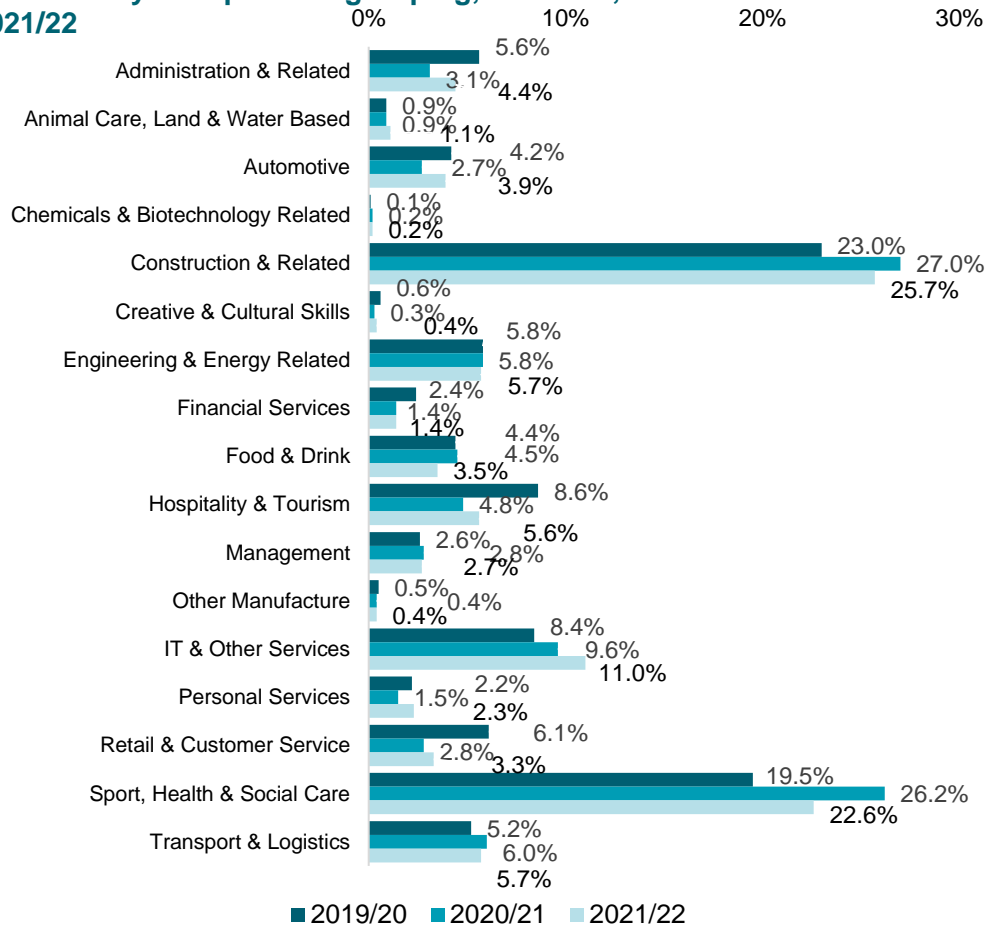
- 1. Construction & Related (25.7%)**
- 2. Sport, Health & Social Care (22.6%)**
- 3. IT & Other Services (11.0%)**
- 4. Engineering & Energy Related AND Transport & Logistics (5.7%)**

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](#).

It is important to note that the number of starts in each occupational grouping reflects employer demand and is also managed in line with Scottish Government priorities.

Figure 5: Construction & Related and Sport, Health & Social Care continue to make up large volumes of starts

MA starts by occupational grouping, Scotland, 2019/20 to 2021/22



The Construction & Related occupational grouping continued to have the highest proportion of starts (25.7%) and the largest increase in absolute starts (+1,507) relative to the same point in 2020/21. This increase may be largely explained by the uplift in output in the wider Construction sector (2.3% above pre-pandemic levels)¹³.

When compared with Quarter 4 2019/20, five occupational groupings saw a rise in their start figures. The IT & Other Services (+446, +19.0%) and Sport, Health & Social Care (+305, +5.6%) groupings both experienced large increases in absolute starts. The large increase in the IT & Other Services grouping can primarily be attributed to the Policing framework (615 starts). Other occupational groupings that saw an increase included Chemicals & Biotechnology Related (51.6%)¹⁴, Construction & Related (+1.9%) and Animal Care, Land & Water Based (+15.1%).

Five occupational groupings accounted for much of the variance in starts between 2021/22 and 2019/20. The Hospitality & Tourism and Retail and Customer Services

¹³ [Economic Commentary Vol 46 No 1, Fraser of Allander Institute](#)

¹⁴ This equates to an increase of 16 starts (31 to 47).

groupings continued to feel the effects of the pandemic throughout the year¹⁵ and remained -40.7% and -50.6% below Q4 2019/20 figures respectively. This was also true for Food & Drink, Financial Services and Administration & Related. When combined, the number of starts to these groupings were still -38.6% below what they were in 2019/20.



The Transport & Logistics occupational grouping was just -7 (-0.5%) starts below 2019/20 volumes.



Financial Services grouping remained -46.2% (-306 starts), below 2019/20 showing it to be one of the areas still most affected by the pandemic.



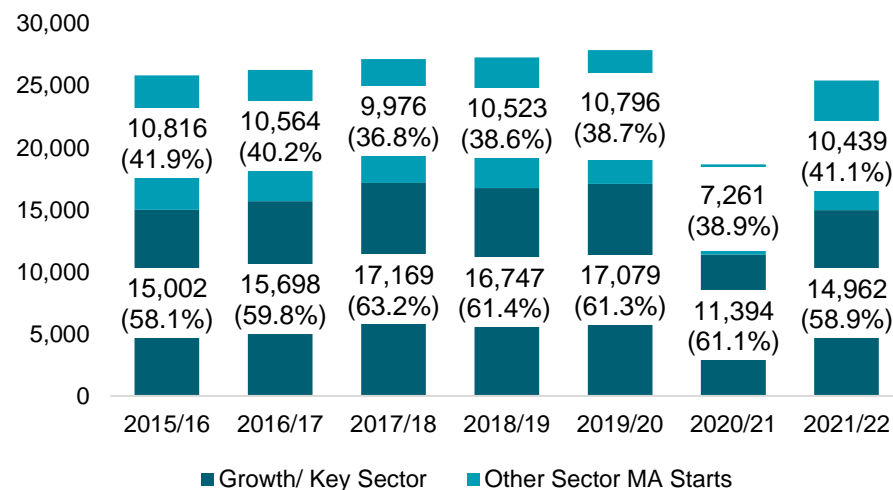
Starts to the Chemicals & Biotechnology related grouping had, proportionately, the largest increase in starts relative to 2019/20 (+51.6% or +16 starts).

4.6 MA Starts in Growth and Key Sectors¹⁶

As the world of work changes - with the goal of becoming carbon neutral in traditional industries and the emergence of new sectors the demand for skills will change¹⁷. Supporting apprentices in Growth and Key sectors is important to ensure that the skills required in these areas are fulfilled.

Figure 6: Almost 60% of starts this year where in growth sectors

MA starts by growth/key and other sectors, 2015/16 to 2021/22



¹⁵ [Monthly Economic Brief March 2022, Scottish Government](#)

¹⁶ A list of occupational groupings considered to be within Growth and Key sectors is included in Appendix A, Table A.2.

¹⁷ [National Strategy for Economic Transformation \(2022\), Scottish Government](#)

The number of MA starts in growth/key sector-related groupings accounted for 58.9% of the total starts in 2021/22, a slight decrease relative to 2020/21 (-2.2 pp) and the lowest proportionately since 2015/16.

Figure 6 shows the number of MA starts in growth and key sector-related groupings over time. The number of starts in Growth/Key sectors for 2021/22 increased by 31.3% relative to the same point last year. However, it remains -12.4% below, pre-pandemic, 2019/20 figures (-3.3% starts for Other Sectors).

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 MA starts who work for employers that operate in growth & key sectors. Therefore, the figure may be higher than this measure suggests.

4.7 Science, Technology, Engineering & Maths (STEM) Frameworks

An agreed list of frameworks that can be considered Science, Technology, Engineering or Maths related 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 A (Table A.1) and indicates where revisions have been made over time.



Starts to STEM frameworks accounted for 44.3% of Modern Apprenticeships in 2021/22. This is a decrease from 45.3% in 2020/21. However, it is 3.1 pp higher than 2019/20.



46.2% of all STEM starts were aged 16-19 (63.8% were aged 16-24).



80.1% of STEM starts were at SCQF level 6 and above (-1.9 pp below the same point last year).

4.8 Starts by Local Authority

Tables 1.4 to 1.7 within the [Supplementary Tables](#) detail the number of MA starts by local authority (LA). 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.

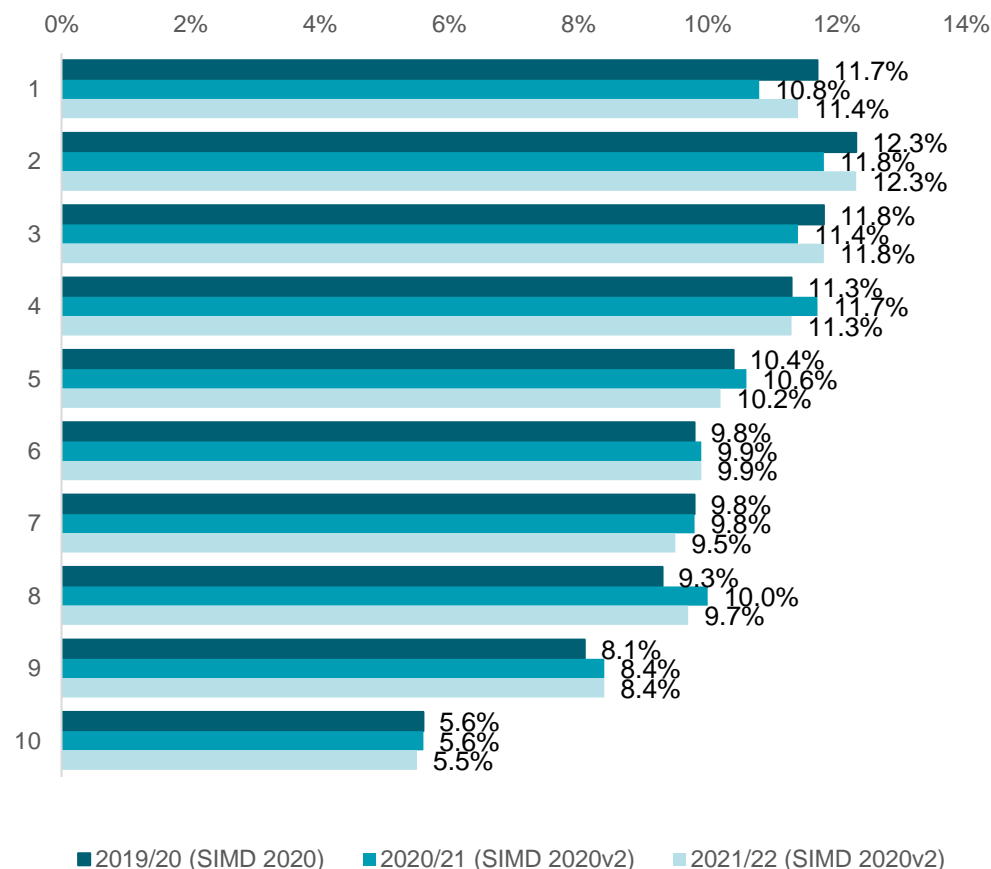
4.9 Starts by SIMD decile

Analysis of MA starts in 2021/22 by Scottish Index of Multiple Deprivation (SIMD, 2020v2) involved the matching of MA postcodes (based on home address) to SIMD data. The proportion of MA 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 23.7%, whilst the proportion in the 20% least deprived areas has increased marginally 13.3% to 13.9%.¹⁸

¹⁸ 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

Figure 7: Proportion of starts in decile 1 continued to be higher than starts in decile 10

Proportion of MA starts by SIMD decile, 2019/20 to 2021/22



there could be deprived people living in the least deprived 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.

In 2021/22, a higher proportion of starts from SIMD 1 were at SCQF level 6+ (76.1%). Whilst this decreased relative to the same point in 2020/21 (-3.4 pp) it increased relative to pre-pandemic levels (+6.1 pp on 2019/20). Comparatively, the proportion of starts from the least deprived areas (SIMD 10) who started their MA at a higher level was 82.6%. This was -2.8 pp lower than the same point in 2020/21, but +1.1 pp compared to Q4 2019/20.

Contextual information – SIMD

The latest Annual Participation Measure for 16-19 year olds in Scotland (published in August 2021) shows that those who live in more deprived areas were less likely to be reported as participating (in education, employment or training). There were 86.3% participating from the most deprived areas (decile 1) compared to 96.9% in the least deprived areas (decile 10), although this gap has been decreasing since 2016.

A greater proportion of Further Education (FE) students were from the 20% most deprived areas in 2020/21 (25.8%) compared to the 20% least deprived areas (15.3%)¹⁹. This

¹⁹ 2020/21 Academic Year. Source: [SFC Infact Database \(enrolments by SIMD\)](#)

reflects the pattern of MA starts. Higher Education (HE) data also shows that, in 2018/19, the proportion of Scottish domiciled enrolments to HE study at undergraduate level from the 20% most deprived areas was 13.5% (up from 13.0% in 2017/18)²⁰.

4.10 Time in Employment before MA

Before commencing their MA, individuals are asked about the length of time they have worked with their current employer. Table 3 shows the number of starts in 2021/22 and the length of time they had been with their current employer prior to commencing their MA.

- 48.9% of MA starts began their training within six months of being with their current employer (an increase of 7.3 pp from 2020/21).
- 39.3% started their training after being with their current employer for 13 months or more (-7.8 pp on 2020/21).

The decrease in the proportion of MA starts who had been with their employer for 13 months or more compared to 2020/21

²⁰ <https://www.hesa.ac.uk/news/16-01-2020/sb255-higher-education-student-statistics/numbers>

may reflect the economy opening up and employers once again having greater opportunity to recruit.

Table 3: Length of time with current employer before starting MA, 2020/21 to 2021/22

Time in employment	MA starts 2021/22	% of known	MA starts 2020/21	% of known
0-6 months	11,829	48.9%	7,436	41.6%
7-9 months	1,462	6.0%	878	4.9%
10-12 months	1,376	5.7%	1,144	6.4%
13 months+	9,503	39.3%	8,414	47.1%
Total known	24,170	-	17,872	-
Unknown	1,231	-	783	-

Tables 11.1 and 11.2 in the [Supplementary Tables](#) show the number of starts in 2021/22 by time in employment, age group, and SCQF level. The key points are:

- At SCQF level 5, 6, and 7, MA starts were more likely to be in employment for less than 6 months before starting their training, similar to 2020/21. At SCQF level 8, 9, 10, and 11, starts were more likely to be employed for 13 months or more, which would align with the up-skilling of more senior staff at that level.

- 79.8% of MA starts aged 16-19 were in employment for less than 6 months before starting their training, 5.1 pp higher than 2020/21.
- MA starts (25+) were more likely to be employed for 13 months or more before starting their training (67.1%, - 7.4 pp on 2020/21).

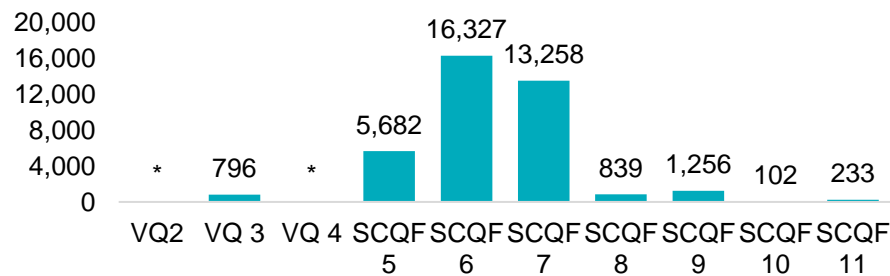
5. In Training

The number of MAs in training is a snapshot at a point in time – in this case, 31st March 2022. 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. Tables 13.1 to 13.5 in the [Supplementary Tables](#) detail MAs in training by age group, SCQF level, occupational grouping, and local authority area.

The number of MAs in training at 31st March 2022 was 38,504, an increase of 1,576 relative to the previous year.

Figure 8: 85.2% of MAs in training are at SCQF level 6 or above

Number of MAs in training by level, 2021/22



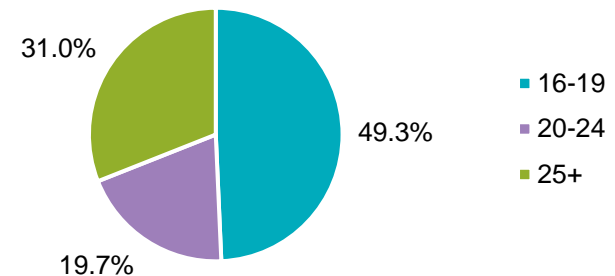
This figure is also higher than pre-pandemic levels (+474 compared to Q4 2019/20).

The proportion of MAs working towards a qualification at SCQF level 6 or above remained the same as the previous year, 85.2%.

Of all MAs in training 49.3% were aged 16-19 (-0.1 pp less than 2020/21); 19.7% were aged 20-24 (-0.1 pp less than 2020/21). The slight decrease reflects the reduction in MA starts aged 16-24 over previous years and demographic trends for the younger age groups.

Figure 9: 69.0% of MAs in training were aged 16-24 years

MAs in training by age group, 2021/22



58.7% of MAs in training were in STEM frameworks (based on the agreed STEM list, Appendix A). Most of those in STEM frameworks were aged 16-24 (80.1%) and were training at SCQF level 6 or above (88.0%).

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



Construction & Related (33.2%, +1.0 pp on previous year)



Sport, Health & Social Care (17.2%, -0.4 pp on previous year)



Engineering & Energy Related (11.9%, -0.1 pp on previous year)



IT & Other Services (8.2%, +1.7 pp on previous year)

²¹ This analysis looked at the number of MAs in training who were aged 16-24 (inclusive) as at 31st March 2022.

²² The Annual Population Survey (APS Jan 2021 – Dec 2021, Variable - Employment Rate)

5.1 MAs and Local Employment

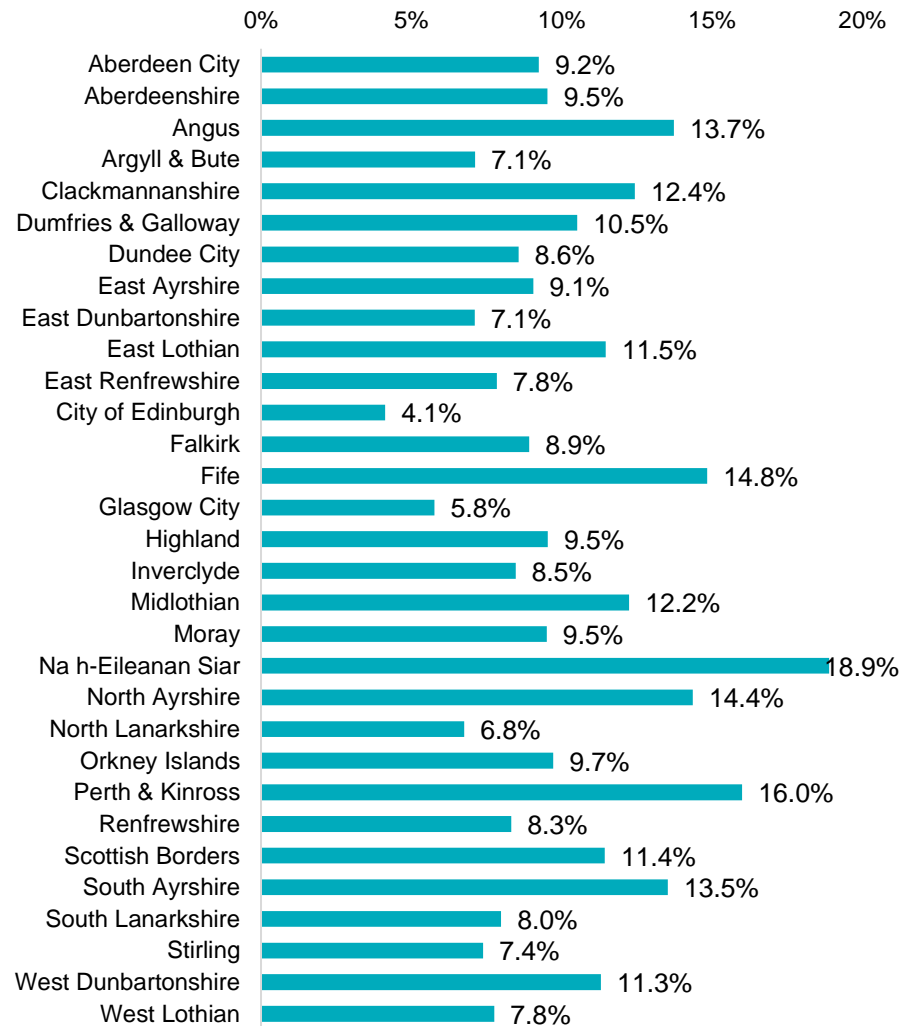
Further analysis considered the number of MAs in training aged 16-24 in 2021/22²¹ by local authority (based on the trainee's home address). This was compared to the number of 16-24 year olds in employment residing in each local authority (from Annual Population Survey, Jan-Dec 2021)²². Note that the “employed” status from the Annual Population Survey includes all individuals that work (full-time or part-time) and could include 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.

In Scotland, approximately 8.5% of 16-24 year olds who are in employment are Modern Apprentices. Figure 10²³ provides a breakdown, by local authority, of 16-24 year old MAs as a proportion of the number of 16-24 year olds in employment. In 2021/22, Na h-Eileanan Siar had the highest proportion at 18.9%, followed by Perth & Kinross at 16.0%.

²³ Note that Shetland Islands was removed from this graphic, as very small numbers are subject to disclosure control.

Figure 10: In Na h-Eileanan Siar, almost 1 in 5 employed 16-24 year olds were Modern Apprentices

Number of MAs in training aged 16-24 as a proportion of 16-24 in employment by local authority, 2021/22



6. Achievements

The number of achievements as a proportion of all leavers was 71.8% in 2021/22, -4.6 pp lower than 2020/21. This was the lowest the achievement rate has been at year end since 2010/11. The fall in the achievement rate followed a similar trend reported in FE 2020/21 figures.²⁴ The disruption caused by the pandemic meant that training opportunities across some occupational groupings experienced additional challenges. Table 4 shows the trend in achievements over the last eight years.

Table 4: Achievements and leavers, 2014/15 to 2021/22

Year	Achievements	Leavers	Achievements as a % of all leavers
2014/15	19,387	26,258	73.8%
2015/16	19,394	25,619	75.7%
2016/17	20,404	26,028	78.4%
2017/18	20,309	26,101	77.8%
2018/19	21,767	28,461	76.4%
2019/20	21,900	28,585	76.6%
2020/21	15,169	19,847	76.4%
2021/22	17,775	24,763	71.8%

²⁴ [College Performance Indicators 2020-21, SFC \(2022\)](#)

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 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 2020 40.2% of young people stayed in their job for one year or less, compared to 14.3% across all ages²⁵. Similarly, our data shows that MAs aged 25+ have a higher achievement rate (76.7%) than those aged 16-24 (68.3%).

Calculation of MA Achievement Rate

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

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](#).

²⁵ [Organisation for Economic Co-operation and Development – Labour Force Statistics – Employment by job tenure intervals - frequency](#)

6.1 Achievements by Age

The number of achievements, leavers, and achievement rate (achievements as a percentage of all leavers) broken down by age group can be found in Table 14.2 of the [Supplementary Tables](#). In 2021/22, the achievement rate fell across all age groups when compared to the same point in 2020/21 and 2019/20.

- 16-19 achievement rate was 67.6% (7.5 pp lower than 2020/21),
- 20-24 achievement rate was 69.6% (-6.3 pp),
- 25+ achievement rate continued to be the highest amongst the age groups 76.7% (-1.6 pp).

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.²⁶

²⁶ [College Performance Indicators 2020-21, SFC \(2022\)](#)

6.2 Achievements by Level

Table 14.3 details the number of leavers, achievements, and achievements as a percentage of all leavers by SCQF level.

- The achievement rate was 72.2% for MAs working towards SCQF level 6 and above. This is -5.5 pp lower than the same point in 2020/21 (-4.2 pp lower than 2019/20).
- The achievement rate was 70.2% for MAs working towards frameworks at SCQF level 5. This is -1.7 pp than the same point last year (-7.1 pp lower than 2019/20).

6.3 Achievements by Occupational Grouping

The number of achievements, leavers, and achievement rate by occupational grouping for 2021/22 is shown in Table 14.4. Similar to the overall achievement rate, 11 out of 17 groupings saw a decline in the achievement rate:

- The Creative & Cultural Skills grouping once again had the highest achievement rate at 77.8% (70 achievements of 90 leavers).

- The Administration & Related grouping had the second highest rate at 77.4% (760 achievements of 982 leavers) followed by Construction & Related at 75.4% (4,436 achievements of 5,887 leavers).
- The Other Manufacture grouping had the largest increase in achievement rate relative to the same point in 2020/21 (+63.8% to 70.7%).
- The Personal Services grouping had the lowest achievement rate for occupational groupings with over 100 leavers at 61.9% (533 achievements of 861 leavers).

Similarly, in Further and Higher Education, the completion rates for *Hairdressing, Beauty and Complementary Therapy* courses were amongst the lowest outcomes in 2020/21.²⁷ The Scottish Funding Council reported that certain subject areas may have been impacted, to a greater or lesser extent, by the pandemic depending on the need for students to undertake practical, in-person learning activities as part of their course.²⁸

²⁷ [Scottish Funding Council: College Performance Indicators 2020-21](#)

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

6.4 Achievements by Local Authority

Table 1.4 of the [Supplementary Tables](#) details achievements, leavers, and achievements as a percentage of leavers broken down by local authority area. The mix of MA frameworks in each area goes some way to explain the variation in the achievements as a percentage of all leavers between LAs. In 2021/22 the Orkney Islands had the highest achievement rate at 81.0% (+9.2 pp higher than the overall achievement rate). This was the third consecutive year that Orkney has had one of the highest achievement rates.

6.5 Achievements by SIMD Decile

Figure 11 shows the achievement rate for individuals in each of the SIMD deciles, from the 10% most deprived areas (decile 1) to the 10% least deprived (decile 10). The achievement rate for those residing in the 10% most deprived areas in 2021/22 was 67.9%.

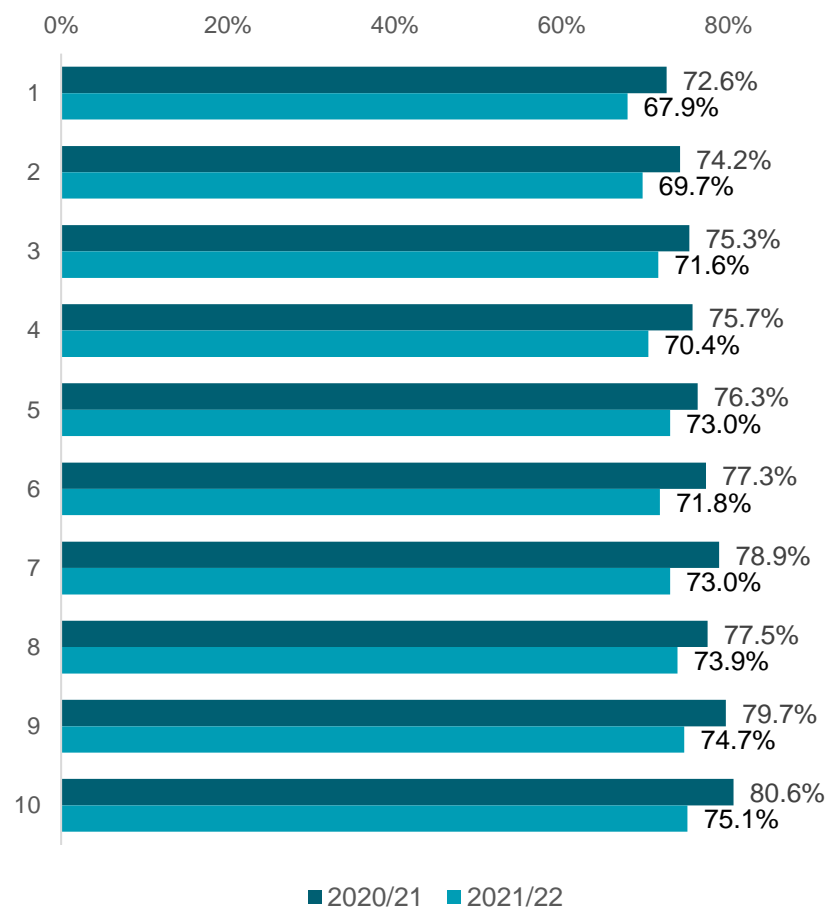
The difference between the achievement rate for those residing in the 10% most deprived areas and the national figure was -

3.9 pp. The gap in the achievement rate for those residing in the least deprived and most deprived areas decreased from 8.0 pp in 2020/21 to 7.2 pp in 2021/22. Like the overall achievement rate, the rate fell across all SIMD areas.

Figure 11: The achievement rate gap decreased by 0.8 pp compared to last year

MA achievement rate by SIMD decile, 2020/21 to 2021/22

National Figure 2020/21 71.8%



7. Equality

SDS is committed to equality of opportunity, including the open and transparent reporting of equality data. As mentioned in the introduction to this report, one of the limitations of our data is that we are reliant on apprentices accurately self-reporting any equality characteristics.

Our [Equality Mainstreaming Report](#)²⁹ details some of the reasons for known inequalities (e.g. gender segregation in the workplace) and the active steps we are taking, in conjunction with partners. We are working to make positive changes and to increase participation in Modern Apprenticeships, with a focus on gender, ethnicity, disability and individuals with care experience.

Additional data showing MA starts by equality characteristics are included in our [Supplementary Tables](#).

²⁹ [SDS Equality & Diversity Mainstreaming Report 2021-2025](#)

³⁰ This is the first year in which we are reporting prefer not to say/in another way as a selection choice for gender. For 2021/22, 141 starts identified this

7.1 Gender³⁰

Figure 12: Male and female starts returning to pre-pandemic levels

Modern apprenticeship starts by gender, 2015/16 to 2021/22

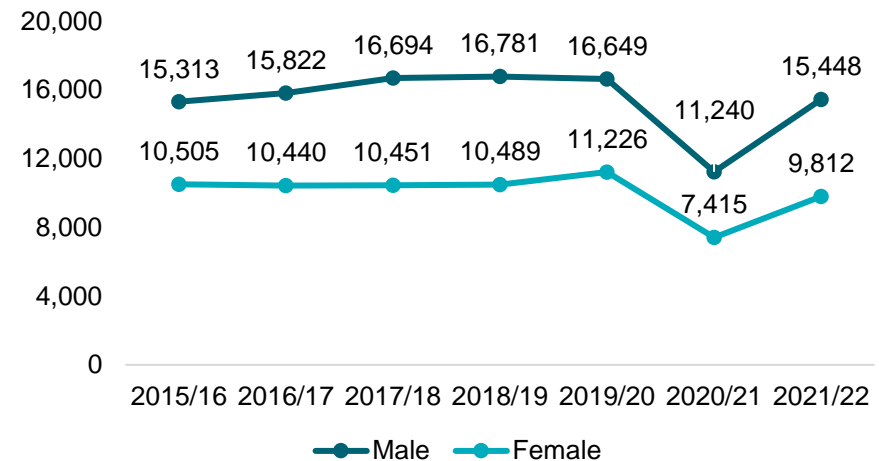


Figure 12 shows the number of female and male starts over the past seven years. In 2021/22, there were 9,812 female MA starts, 2,397 (+32.3%) more than 2020/21 and 15,448 male starts, 4,208 (+37.4%) more than the same point in 2020/21.

way. Please see our [Supplementary Tables](#) to see the gender balance when this is included.

The number of male starts increased at a slightly higher rate than the female rate. This was possibly due to the increased number of starts to the Construction & Related grouping, which tends to be very male dominated, compared to 2020/21 with an increase of +1,422 male starts to this grouping alone.

Table 5: Modern Apprenticeship starts by gender, 2015/16 to 2021/22

Year	Female	Male	Total
2015/16	40.7%	59.3%	100.0%
2016/17	39.8%	60.2%	100.0%
2017/18	38.5%	61.5%	100.0%
2018/19	38.5%	61.5%	100.0%
2019/20	40.3%	59.7%	100.0%
2020/21	39.8%	60.3%	100.0%
2021/22	38.8%	61.2%	100.0%

Table 5 shows the proportion of MA starts by gender and year. In the last seven years, the gender balance across MA starts has remained relatively unchanged.

Table 6 compares gender balance across Modern Apprenticeships, Higher Education and Further Education and suggests that where MAs may be more appealing to males, HE attracts more females³¹.

³¹ [Higher Education Students and Qualifiers at Scottish Institutions 2020 –21 Executive Summary](#)

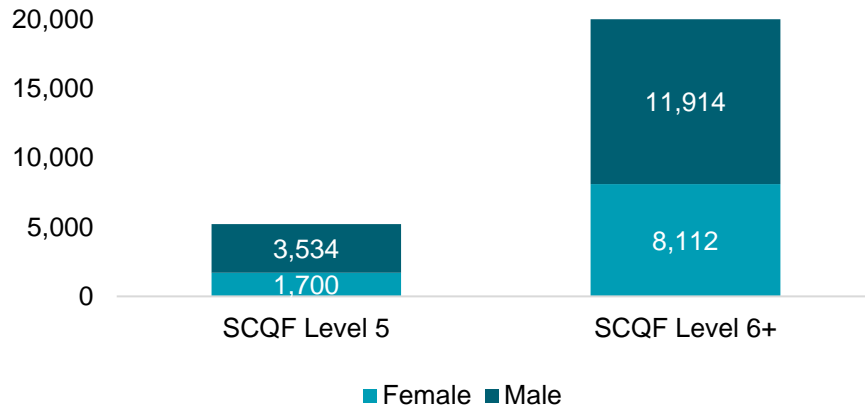
Table 6: Proportion of males and females entering Modern Apprenticeships, Higher Education, and College in Scotland

Gender	MA Starts 2021/22	HEI students 2020/21	College students 2020/21
Female	38.8%	59.1%	52.4%
Male	61.2%	40.9%	47.6%
Total	100.0%	100.0%	100.0%

Figure 13 shows that the gender balance in MA starts at SCQF level 6 and above mirrored that of total starts in 2021/22 (59.5% male and 40.5% female). Of all female starts, 82.7% were working towards frameworks at SCQF level 6 and above compared to 77.1% for males (+5.6 pp more females). This follows the trend of previous years. At the same point last year 85.7% of females started at a higher level (78.6% of males) and in 2019/20 76.9% of females compared to 73.5% of males.

Figure 13: The gender balance for starts to SCQF level 6+ mirrored the overall gender balance across MA starts

Modern apprenticeship starts by gender and level, 2021/22



Gender – Contextual Information

To provide additional context, gender preferences are evident across subject choices at school and in all types of economic participation (in education, employment, or training) of those aged 16-19. The Annual Participation Measure for 16-19 year olds in Scotland shows that:

- Females aged 16-19 are more likely to participate in education than males (79.9% of in comparison with 70.0% of males).
- Conversely, males aged 16-19 are more likely to participate in employment than females (19.0% compared to 11.9%, respectively).
- Males are also more likely than females to be unemployed and seeking employment (1.7% of males and 0.9% of females, respectively).

We will continue to work to improve gender balance within Modern Apprenticeships.³² There are some occupational groupings which have marked, historic gender segregation in the workforce which does impact the overall gender balance of MAs.

To illustrate this point, the Construction & Related occupational grouping this year recorded the highest number of female starts over the last 8 years at 177 starts (+78, +78.8%) compared to the same point in 2020/21 and an increase of (+21, +13.5%) relative to 2019/20. However, despite this increase, there

³² Our [Equality & Diversity Mainstreaming Report](#) details the active steps we are taking, in conjunction with partners, to increase participation in

Apprenticeships, with a focus on gender, ethnicity, disability and individuals with care experience.

remains a very clear gender imbalance with only 2.7% of starts female (+0.7 pp compared to the Q4 2020/21). This is reflective of gender segregation in that sector, specifically. Women account for 16% of workforce jobs in the construction industry in Scotland.³³ Females tend to be better represented in the Construction sector in Graduate Apprenticeships, the 2021 GA Progress report noted that the uptake in the Construction and the Built Environment framework was 28.1% female.³⁴ This may suggest that females are more likely to join the Construction sector via a different path as the majority of roles taken up by women within this sector are desk-based working in design, management or administrative roles³⁵.

Excluding Construction and Related, the gender breakdown amongst all other occupational groupings averaged 51.5% female and 48.5% male (although there are gender segregated frameworks within the remaining groupings and some of these have higher proportions of female apprentices e.g., Personal Services and Sport, Health and Social Care)³⁶.

³³ [Office for National Statistics: Workforce Jobs in Construction in Scotland \(December 2021\)](#)

³⁴ [Graduate Apprenticeships Progress Report June 2021, \(SDS\)](#)

³⁵ [Industry Guide for the Construction Sector, Equate Scotland](#)

Employers can also use MAs to upskill their existing workforce in sectors where gender segregation already exists which can exacerbate any imbalance. This year, 39.3% of MAs were in employment 13+ months or more, prior to starting their apprenticeship.

Gender segregation continues to exist across a number of occupational groupings although there have been changes over the last year. Eleven occupational groupings became more gender balanced when compared to the same point last year. Groupings include Administration & Related (4.5 pp), Creative & Cultural Skills (18.1 pp) and Food & Drink (8.6 pp).

The number of female starts within the IT & Other Services occupational grouping was increasing each year prior to 2020/21 (the height of the Covid-19 pandemic). In 2021/22, the number of female starts increased in this grouping once again by 52.8%³⁷ compared to the same point in the previous year and by +24.0% compared to 2019/20. The large increase can primarily be attributed to the Policing framework.

³⁷ The absolute number of female starts increased by 363 (687 to 1,050)

The number of male starts to the Sport, Health & Social Care grouping is also at its highest level ever (831 starts) (+13 starts or +1.6% relative to 2019/20).

Female representation in STEM frameworks was 10.8% in 2021/22 (equivalent to 1,208 starts). This was a decrease relative to the same point last year (11.2%) but an increase from 10.4% in 2019/20. Male starts to STEM frameworks were 89.2% (equivalent to 10,026 starts) over the same period. The agreed list of STEM frameworks for 2021/22 is available in Appendix A. This list is reviewed annually.

A key outcome in the Young Person's Guarantee Phase 1: activity plan related to apprenticeships was to reduce to 60 percent the proportion of MA frameworks where the gender balance is 75:25 or worse by 2021. Given that a Modern Apprenticeship is a job (with training), the equality challenges facing MAs are reflective of wider issues in the labour market. We expect that significant change can only be brought about through partnership including work with employers to effect long-term cultural changes.

In 2021/22, 72.2% of MA frameworks had a gender balance of 75:25 or worse (70 of 97 frameworks), an increase of +2.1 pp on 2020/21.

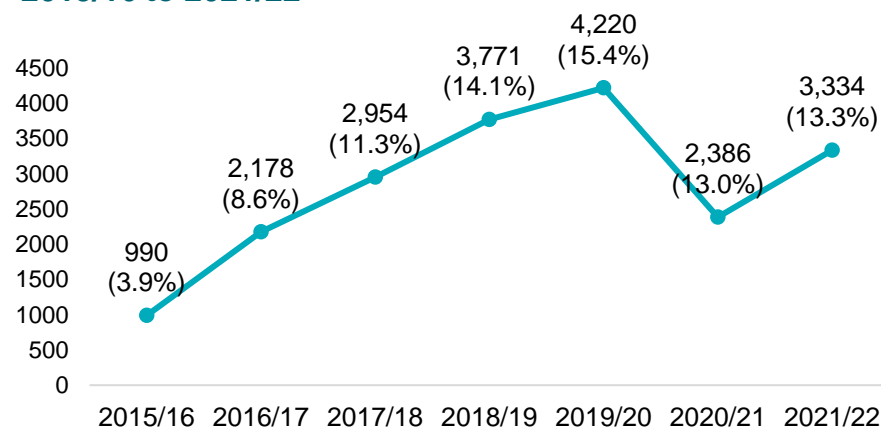
SDS continues to undertake a range of activities to contribute towards addressing gender imbalance through our [Equality and Diversity Mainstreaming Report](#).

7.2 Disability

All MA starts are asked to complete an equality monitoring form. The proportion of MA starts self-identifying an impairment, health condition or learning difficulty (I/HC/LD) was 13.3% (equivalent to 3,334 starts) in 2021/22. This is compared to 13.0% in 2020/21 and 15.4% (4,220 starts) in 2019/20.

Figure 14: The disability rate improved relative to 2020/21, but still below pre-pandemic levels

Number of starts self-identifying an I/HC/LD, 2015/16 to 2021/22



The lower disability rate relative to pre-pandemic levels can, in part, be explained by the low number of starts in the Hospitality & Tourism and Retail & Customer Service, and Financial

Services groupings. At the same point in 2019/20, those groupings had 1,254 starts self-identifying an I/HC/LD between them. This accounted for 29.7% of disabled starts at the time. In 2021/22 the same groupings had 627 starts self-identifying a I/HC/LD, 18.8% of disabled starts.

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, ECU) after extensive consultation with disability partners, Modern Apprentices, learning providers and employers (see Appendix B). This reporting mechanism, alongside other proactive interventions undertaken by SDS with partners to increase participation and disclosure, is likely to have contributed to the increase in disability declaration from 2016/17 from which point figures are comparable.

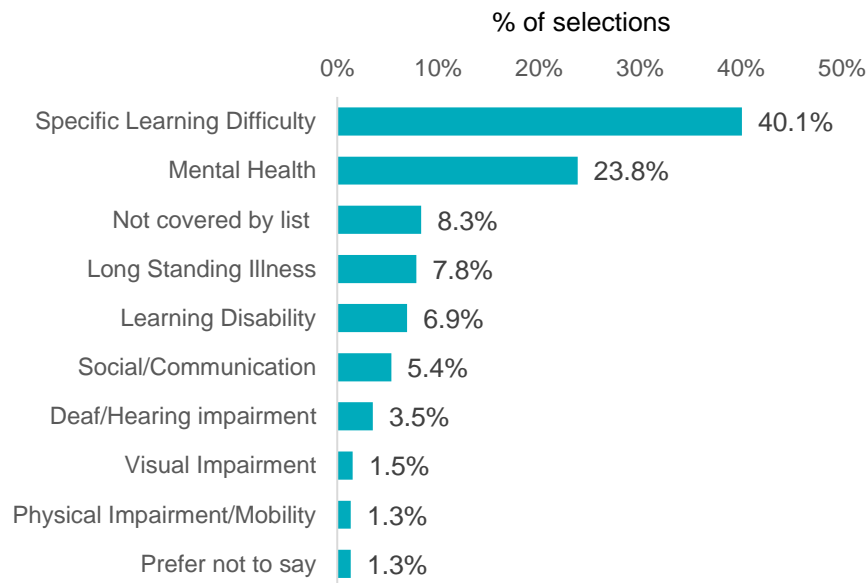
Apprentices are asked to provide further details of their disability from a list of options. As shown in Figure 15, the most common selections were Specific Learning Difficulty (40.1%) followed by Mental Health (23.8%) and were similar to 2020/21 selections. Of all MA starts who selected a disability this year,

14.3% of them selected more than one disability (+2.7 pp relative to the same point last year).

A description of the categories under each of these general headings can be found in Appendix B³⁸.

Figure 15: Specific Learning Difficulty remained the most common selection of an I/HC/LD

Impairment, health condition, or learning difficulty by type, 2021/22



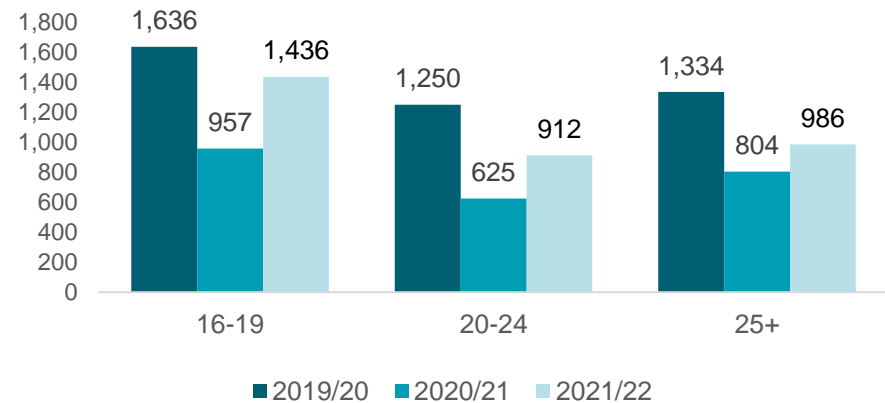
³⁸ This is the first year that Learning Disability and Specific Learning Difficulty have both been offered as a selection. Therefore, previous years are not directly comparable.

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.

In 2021/22, 70.5% of those who self-identified an I/HC/LD were aged 16-24. This was an increase of 4.2 pp compared to the same point in the previous year. The remaining 29.6% were aged 25 or above.

Figure 16: The majority (70.5%) who self-identified an I/HC/LD were aged 16-24

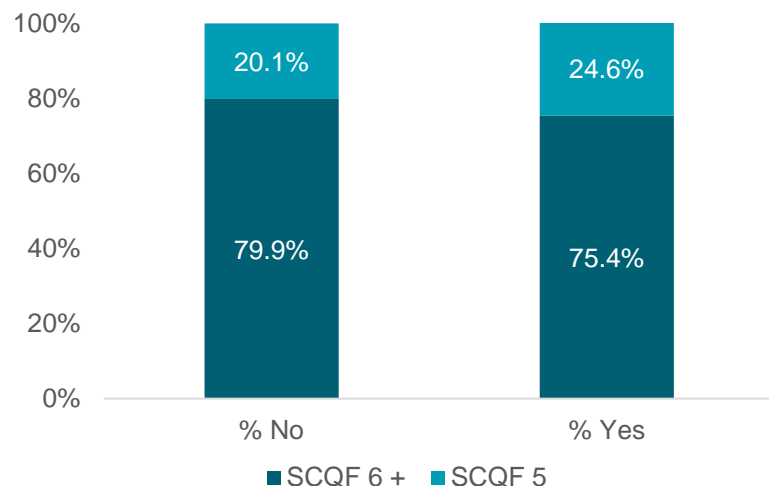
Number of disabled MA starts by age group, 2019/20 to 2021/22



In 2021/22 a lower proportion of starts who self-identified as having an I/HC/LD started their apprenticeship at SCQF level 6 or above, compared to those who did not self-identify a disability (75.4% and 79.9% respectively). This gap has widened relative to both the same point in 2020/21 (+1.4 pp) and 2019/20 (+0.4 pp).

Figure 17: A lower proportion of starts who self-identified an I/HC/LD started their MA at higher levels, than those who did not

Percentage of MA starts by level and disability, 2021/22

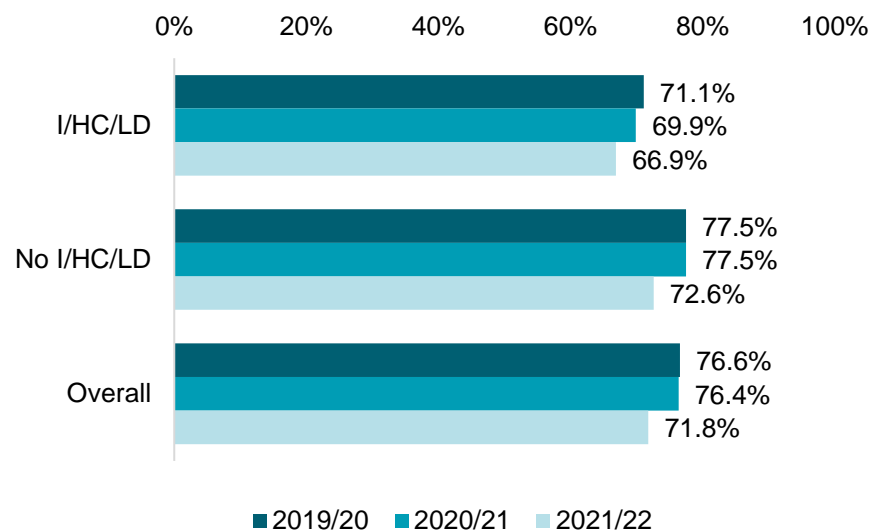


During 2021/22, the achievement rate of disabled MAs was 66.9%, compared to an overall achievement rate of 71.8%, and

a rate of 72.6% for MAs who were not disabled. Whilst the achievement rate for disabled MAs decreased by 2.9 pp compared to the previous year, the achievement rate gap between those who self-identified a disability and those who did not narrowed by 1.9 pp.

Figure 18: The achievement rate gap narrowed by 1.9pp during 2021/22

MA achievement rate by I/HC/LD, 2019/20 to 2021/22



Contextual information – Disability

The proportion of MA starts in 2021/22 self-identifying an impairment, health condition or learning difficulty was 13.3%. This is below the proportion of those aged 16-64 in Scotland who are Equality Act (EA) core or work-limiting disabled³⁹.

To provide additional context, the Scottish Health Survey 2022 ([Scottish Health Survey Dashboard](#)) shows the proportion of 16-24 year olds with a limiting long term condition is 22%, an increase from 19% in 2018/19.

It is worth noting that all of the definitions above are slightly different and therefore not fully comparable.

We also know from other sources (e.g. [Annual Participation Measure for 16-19 year olds in Scotland](#)) that the proportion of individuals who are actively participating tends to be lower for people who are disabled. Latest figures show that the proportion of individuals aged 16-19 who are participating in education, training or employment and are also disabled is 88.3% compared to 92.4% for those who are not.

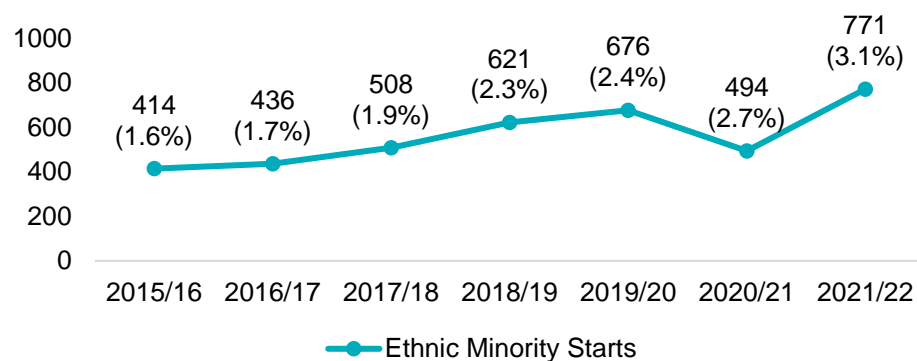
³⁹ Annual Population Survey Jan 2021 – Dec 2021

7.3 Ethnicity

All MAs are asked to provide information about their ethnicity on a self-declaration basis. A breakdown of MA starts by ethnic group in 2021/22 is provided in Table 7. In 2021/22, 771 (3.1%) MA starts self-identified as being from a Mixed or Multiple; Asian; African; Caribbean or Black; and Other ethnic group, which was a higher proportion than 2020/21 (+0.4 pp).

Figure 19: 3.1% of all MA starts self-identified as being an ethnic minority

Modern apprenticeship starts who self-identify as an ethnic minority, 2015/16 to 2021/22



The absolute number of starts in this group increased by +14.1% compared to 2019/20 and the rate is the highest it has been since SDS started to report on this information. The

increase in the number of starts relative to 2019/20 can partly be attributed to increases in the IT & Other Services and Sport, Health & Social Care occupational groupings (+48.9% and 42.9%, respectively).

The number of absolute starts increased in the Asian (+12.7%), Other ethnic group (+4.3%), African (+49.5%) and Caribbean or Black (15.9%) groups relative to 2019/20.

Table 5.4 of the [Supplementary Tables](#) provides MA starts by ethnic group from 2014/15 to 2021/22.

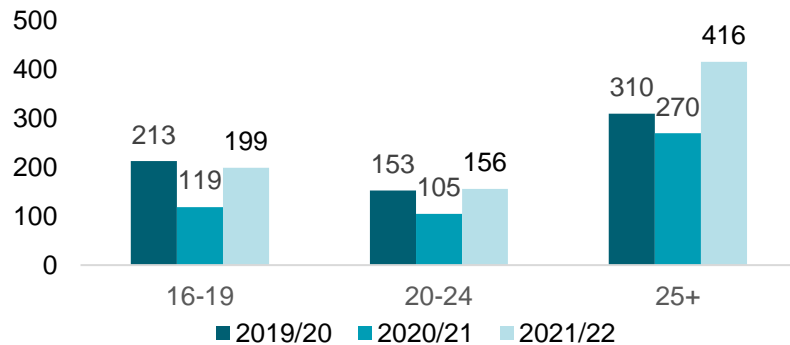
Table 7: MA starts by ethnic group

Ethnic Group	Number of MA starts (known)	% of MA starts (known)
White	24,343	96.9%
Mixed or multiple	154	0.6%
Asian	328	1.3%
African	142	0.6%
Caribbean or Black	51	0.2%
Other ethnic group	96	0.4%
Total Known	25,114	
<i>Prefer not to say</i>	287	
<i>Mixed or Multiple; Asian; African; Caribbean or Black; and Other ethnic group</i>	771	3.1%

SDS recognises that people from other ethnic groups e.g., some identifying as ‘white other’ on monitoring forms, may face similar challenges to MA access. In 2021/22, the proportion of starts from a Mixed or Multiple; Asian; African; Caribbean or Black; and Other ethnic group when including “white other” Including was 7.1% (1,776 starts).

Figure 20: Over half (54.0%) of ethnic minority starts were aged 25+

Number of ethnic minority starts by age group, 2019/20 to 2021/22

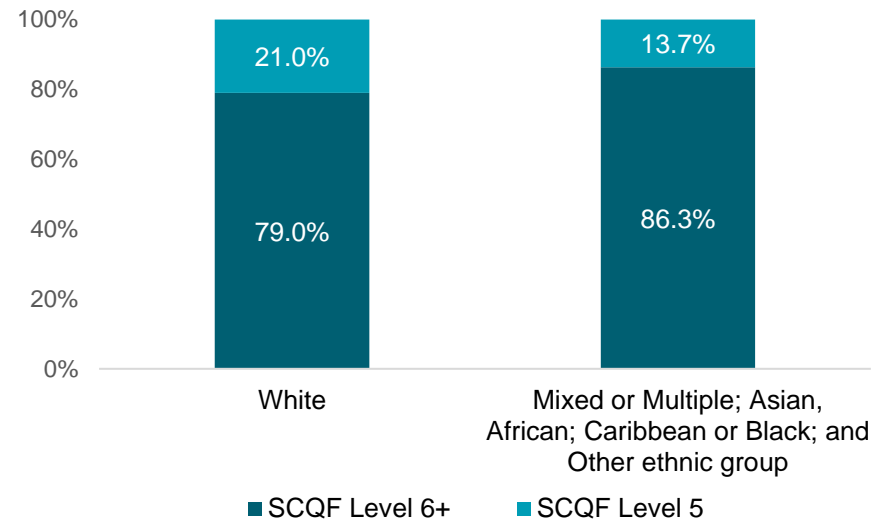


There has been an increasing trend in the proportion of those who self-identified as Mixed or Multiple; Asian; African; Caribbean or Black and Other ethnic group starting their apprenticeships later compared to their White counterparts. In

2021/22, 54.0% of ethnic minority starts were aged 25+ compared to 41.7% of their White counterparts. Similarly, in 2020/21 and 2019/20 the proportions were 54.7% and 43.7% and 45.9% and 38.5% respectively.

Figure 21: For apprenticeship starts at SCQF level 6+, a higher proportion were from ethnic minority groups than white

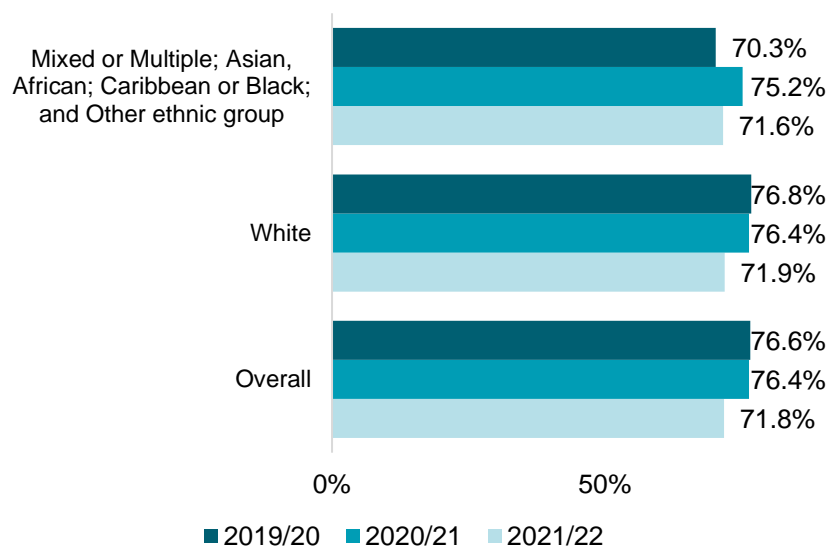
Percentage of MA starts by ethnicity and level, 2021/22



In 2021/22, a higher proportion of MAs self-identifying as being from a Mixed or Multiple; Asian; African; Caribbean or Black; and Other ethnic group started their apprenticeship at a higher level compared to apprentices self-identifying as White (+7.3 pp).

Figure 22: The achievement rate gap narrowed by 0.9 pp relative to 2020/21

MA achievement rate by ethnicity, 2019/20 to 2021/22



The achievement rate of MAs self-identifying as being from a

⁴⁰ Annual Population Survey : Jan 2021 to Dec 2021

Mixed or Multiple; Asian; African; Caribbean or Black; and Other ethnic group was 71.6% compared to 71.9% for those self-identifying as 'White', and an achievement rate of 71.8% overall. The gap in the achievement rate has fallen by 0.9 pp relative to the same point in 2020/21.

Contextual information – Ethnicity

According to the APS⁴⁰ 5.3% of 16-24 year olds in Scotland report being from a Mixed or Multiple; Asian; African; Caribbean or Black; Arab; or Other ethnic group. According to the SSCQ, the figure for 16-24 year olds in Scotland from an 'Asian' or 'all other ethnic groups' is 7.8%⁴¹

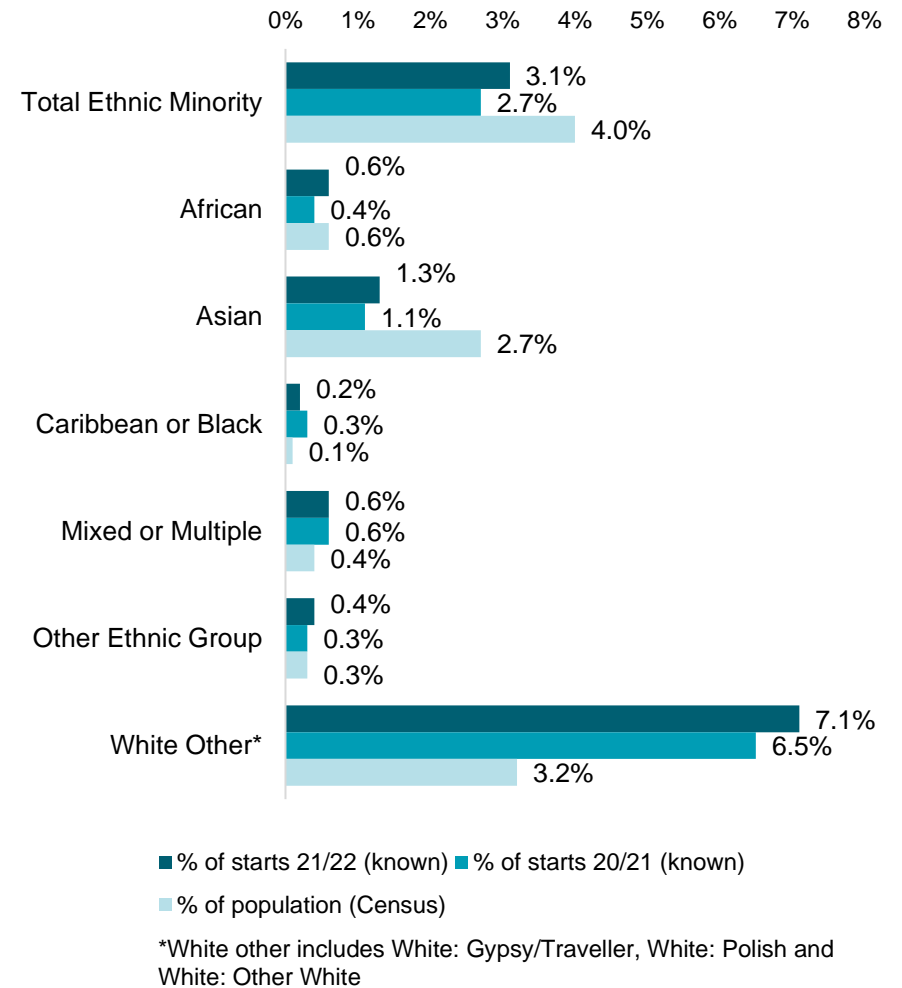
We know from the Participation Measure that there is a higher rate of 16-19 year olds from ethnic minority groups who participate in Higher Education, relative to others on leaving school (27.8% against 19.6%, respectively). This, in part, explains their lower levels of representation in Modern Apprenticeships. 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

⁴¹ In SSCQ, 'Asian' includes the categories Asian, Asian Scottish, Asian British. 'All other ethnic groups' includes 'Mixed or Multiple Ethnic Group'; 'African'; 'Caribbean or Black' and 'Other Ethnic Group'.

some ethnic minority groups

We also know that people from other ethnic groups e.g. some identifying as ‘white other’ on monitoring forms, may face similar challenges to MA access. Including “white other” within the MA starts figure for ethnic minority groups brings the proportion to 7.1%. Census data shows that 10.8% of the 16-24 year old population ([Scotland’s Census, 2011](#)) identified as White: Gypsy/Traveller, White: Polish and White: Other White; Mixed or multiple ethnic groups; Asian, Asian Scottish or Asian British; African; Caribbean or Black; Other ethnic groups. Figure 23 shows the percentage of MA starts by ethnicity compared to Scotland’s population⁴².

Figure 23: Proportion of MA starts by ethnic group compared to overall Scottish population, 2020/21 to 2021/22



⁴² [Scotland's Census \(2011\)](#)

7.4 Care Experience

Our Equality and Diversity Mainstreaming Report also 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.

We started collecting self-declared information on care experience in 2015/16.⁴³ In 2021/22, 2.0% of MA starts (502) self-identified as care experienced, the highest the rate has been since we started reporting on this equality group. The absolute number of starts, self-identifying care experience, increased by 26 (+5.5%) relative to 2019/20, the previous highest rate. The overall number of care experienced starts increased at a higher rate relative to the same point in 2020/21 when compared to those who did not self-identify that they are care experienced (+60.9% and 36.5% respectively).

⁴³ 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.

Figure 24: 2.0% of all MA starts self-identified as being care experienced

Modern apprenticeship starts who self-identify as care experienced, 2015/16 to 2021/22

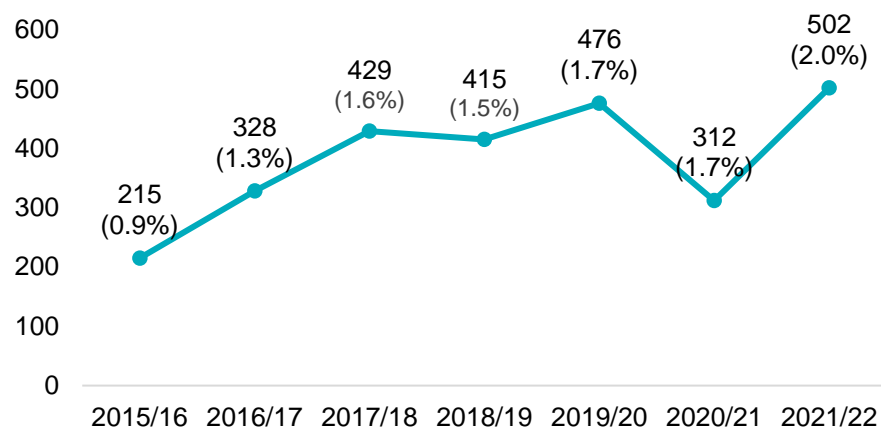
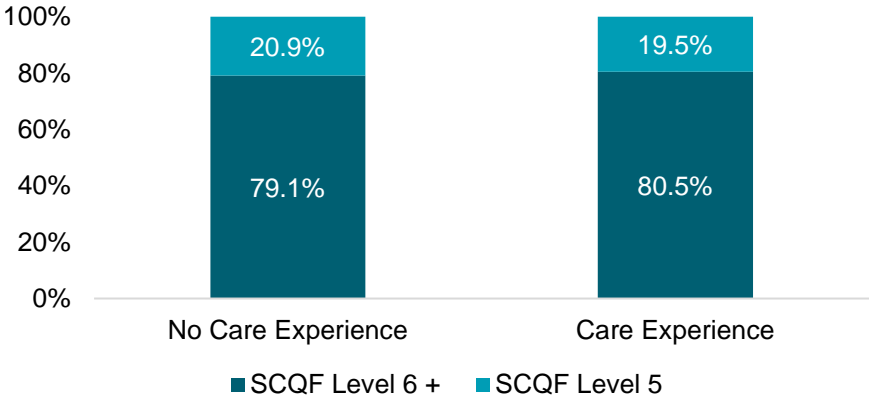


Figure 25 shows that in 2021/22, 80.5% of starts who self-identified as care experienced were working towards frameworks at SCQF level 6 and above. A higher proportion than those who did not (+1.4 pp).

Figure 25: For apprenticeship starts at SCQF level 6+, a higher proportion were care experienced than not

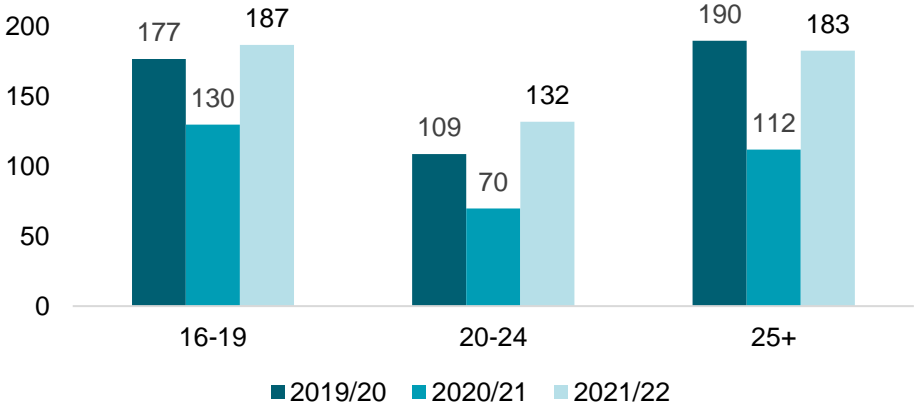
Percentage of MA starts by care experience and level, 2021/22



The 20-24 age group had the highest proportion of starts self-identifying care experience (2.6%), followed by the 16-19 age group (2.0%). For the 25+ age group 1.7% of starts self-identified as care experienced.

Figure 26: The majority of care experienced starts were aged 16-19 (37.3%)

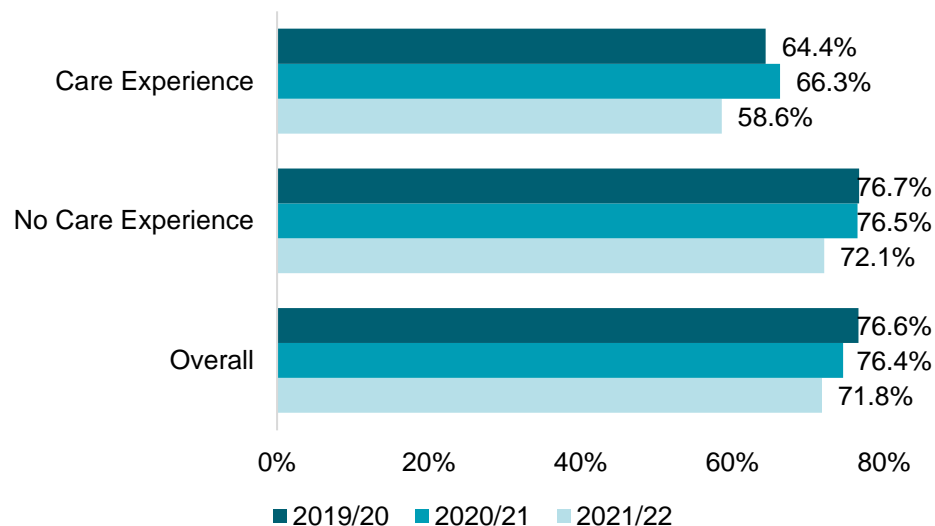
Number of care experienced starts by age group, 2019/20 to 2021/22



During 2021/22, the achievement rate for care experienced MAs was 58.6%, compared to 72.1% for those who did not self-identify as care experienced and an overall achievement rate of 71.8%. The difference in the achievement rate between those who self-identified as care experienced and those who did not widened by 3.3 pp to 13.5 pp compared to the same point in 2020/21.

Figure 27: The achievement rate gap for those who self-identified as care experienced and those who did not was 13.5 pp

MA achievement rate by care experience, 2019/20 to 2021/22



Contextual information – Care Experience

There is no published figure for the proportion of the Scottish population who are care experienced. Data on looked after

⁴⁴This population figure is derived from the Children's Social Work Statistics 2020/21 on the number of young people who remain looked after beyond age 16 (Taken from Additional Tables, Table 1.1: Children looked after at 31 July 2021 by age group and gender and Table 1.15: Young people eligible for aftercare services on 31 July 2021, by age and type of accommodation, alongside the population total for 16-25 year olds in Scotland from the NRS

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 is currently looked after or a care leaver, although this is only an approximation⁴⁴

The achievement rate for care experienced MAs reflects a similar trend to other sources such as Education Outcomes for Looked After Children 2019 to 2020. This also shows that looked after young people in Scotland tend to have poorer outcomes including lower attainment and fewer securing positive destinations.

(mid-year population estimates 2019). The population figure cited above should not be taken as an exact figure for reasons which include – Social Work Statistics are only reflective of one day, 31 July 2021, in that year; some individuals within the social work statistics are under 16; and it does not capture the total figures of individuals who have ever been 'in care'.

8. Redundancies and Adopt an Apprentice

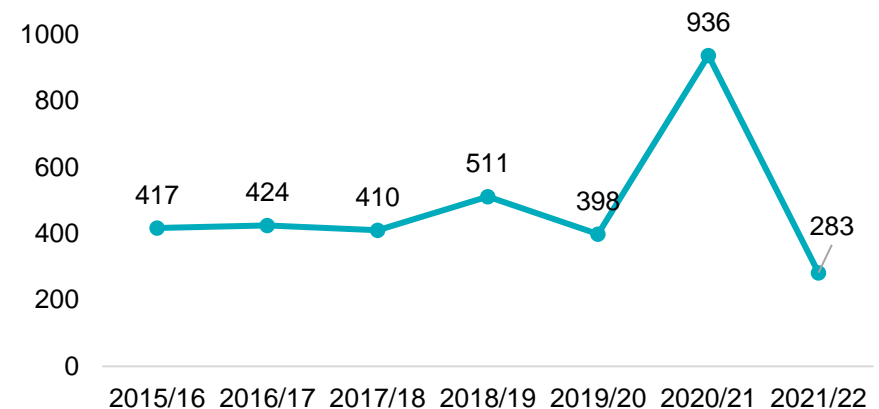
In the year 2021/22:

- 283 Modern Apprentices were made redundant; 147 individuals continued to a Modern Apprenticeship with an alternative employer and, of those 106 MAs were supported via the Adopt an Apprentice initiative within the financial year (see the [Supplementary Tables](#) for more detail).
- At the same point last year 936 MAs faced redundancy, 341 continued to a Modern Apprenticeship with an alternative employer, and of those, 231 MAs were supported through the Adopt and Apprentice scheme within the financial year.
- All MAs facing redundancy are offered Career Information, Advice and Guidance services⁴⁵ and Learning Providers offer additional support in finding alternative employment opportunities for them.

- Note that MAs 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](#).

Figure 28: The number of MAs made redundant fell by 654 relative to 2020/21

Modern apprenticeship redundancies, 2015/16 to 2021/22



⁴⁵ Note that not all apprentices accept the offer of support

9. Concluding Remarks

We are limited in our ability to compare our statistics to the other UK nations due to the differences in definitions and structures of apprenticeships across the UK. Apprenticeship data in England is released by the [Department for Education](#), [Stats Wales](#) in Wales and the [Department for the Economy](#) in Northern Ireland.

This report provides analysis of publicly funded Modern Apprenticeship activity in Scotland in the 2021/22 financial year.

Statistics associated with Modern Apprenticeships such as starts, in training, leavers and achievements are provided here in summary form. We have removed our table breakdowns from this report. These tables and further information, including more detailed breakdowns of these statistics by framework, age, level and equality characteristics, can now be found within our [Supplementary Tables](#). These tables were moved as recommended by the Office for Statistics Regulators, to make our reports more accessible for our users. Previously published reports can also be accessed on our [website](#).

Please contact user_feedback@sds.co.uk with any feedback or questions.

10. Notes to Readers

Guidance on how MA data is collected and reported is available on the SDS website. 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 MA data should be considered in this context. We recommend exercising caution when comparing figures over the last three years.

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 MA.

Level

MA frameworks are aligned to SCQF levels (see Appendix C).

Frameworks

In this report, MA frameworks are classified as belonging to an SDS assigned occupational grouping. Details are available on the SDS website.

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 Learning Providers manage their contracts. More details can be found on the SDS website.

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.

Any comments or suggestions regarding the content of this report are welcome and can be emailed to:

user_feedback@sds.co.uk

Appendix A – Framework List

Table A.1: List of Science, Technology, Engineering and Math (STEM) Frameworks 2021/22

Agriculture
Aquaculture
Automotive
Biotechnology
Bus and Coach Engineering and 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
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 Science 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

Key:

Blue text – older frameworks, included for calculation of STEM achievements/leavers.

Bold text – frameworks added during this financial year

Table A.2: Growth and Key Occupational Groupings

Growth and Key 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 IT/Digital sector is also an important Key/Growth Sector.

Appendix B – 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"/>

Appendix C – SCQF levels

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

Source: <https://scqf.org.uk/interactive-framework/>