

# Modern Apprenticeship Statistics

**Financial Year 2024/25 [1<sup>st</sup> April 2024 – 31<sup>st</sup> March 2025]**

Official Statistics published on 13<sup>th</sup> May 2025

Version	Published	Amendment
1	13/05/2025	Original Publication
1.1	18/06/2025	Changes to Appendix D

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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 financial year 2024/25 (1<sup>st</sup> April 2024 to 31<sup>st</sup> March 2025) statistics for MAs where there is a public funding contribution administered by Skills Development Scotland (SDS), on behalf of the Scottish Government. Further analysis can be found in the [Supplementary Tables](#) on the SDS website.

We welcome feedback on the report content and format. Please contact [user\\_feedback@sds.co.uk](mailto: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

Early estimates of annual Scottish GDP growth for 2024/25 suggest the economy grew by 1.1%, up from 0.5% in 2023. Whilst this is an improvement relative to 2023, the annual growth occurred almost exclusively in Q1 rather than consistently across the year.

The Fraser of Allander Institute's latest forecast has reduced predicted growth for Scotland in 2025/26 to 0.9%, down from 1.3% in their January forecast.<sup>1</sup> This is largely due to continued concerns over the global economy (including uncertainty around trade tariffs), tighter UK fiscal policy and ongoing inflationary pressures (with CPI<sup>2</sup> expected to rise to almost 3.7% during 2025/26).<sup>3</sup>

In addition, business confidence is falling, largely related to general economic conditions and concerns over the impact of changes to employer National Insurance Contributions. Reflecting this, the biggest concern for employers, as recorded in the Business Insights and Conditions survey, is taxation (+13 pp following the budget announcements in autumn 2024).<sup>4</sup> Although unemployment rates in Scotland continue to track slightly below UK rates, there are concerns that the impact of NI contributions combined with the relatively high increases in minimum wage for those under 21 may have a disproportionate effect on youth employment rates, particularly in sectors where the concentration of younger workers is higher, such as Hospitality. The IFS suggest that this could mean fewer work opportunities for young people across the UK. They argue that cumulatively the NICs and minimum wage changes mean companies have greater incentives to employ older, more experienced workers.<sup>5</sup>

Despite this, demand for Modern Apprenticeships remained buoyant throughout 2024/25, with the number of people starting an MA up 0.6% on last year and ahead of the target of up to 25,500. In addition to this, achievement rates are at an all-time high, demonstrating the perceived value of apprenticeships and the commitment of learning providers, employers and those undertaking the qualification.

As ever, SDS will continue to work closely with the Scottish Government throughout 2025/26 to maximise delivery of high-quality apprenticeships that grow the young workforce and support economic growth, in line with the National Strategy for Economic Transformation.

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<sup>1</sup> [Fraser of Allander: Economic Commentary Q1 2025](#)

<sup>2</sup> CPI = Consumer Prices Index which, unlike the RPI (Retail Prices Index) excludes the cost of mortgage interest payments.

<sup>3</sup> [Bank of England: Monetary Policy Report - February 2025](#)

<sup>4</sup> [Business Insights and Conditions Survey \(BICS\) weighted Scotland estimates \(March 2025\)](#)

<sup>5</sup> See also: [SDS: Economy, People & Skills \(April 2025\)](#)

## Key Results

# 25,507 Modern Apprenticeship starts in 2024/25

Figure 1: Modern Apprenticeship starts by equality group, 2024/25

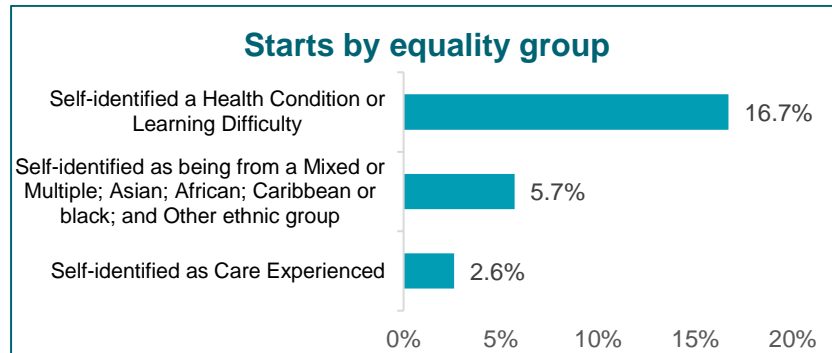


Figure 2: Modern Apprenticeship starts by gender, 2024/25

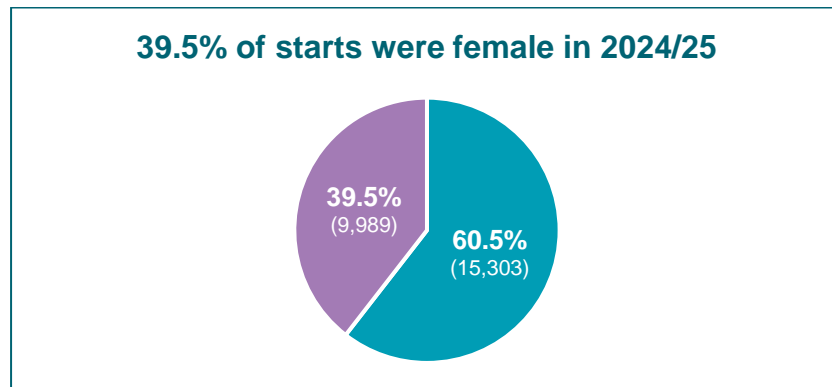


Figure 3: Modern Apprenticeship starts by level, 2024/25

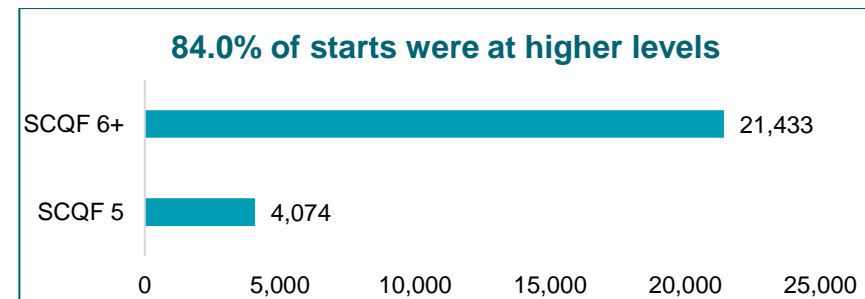
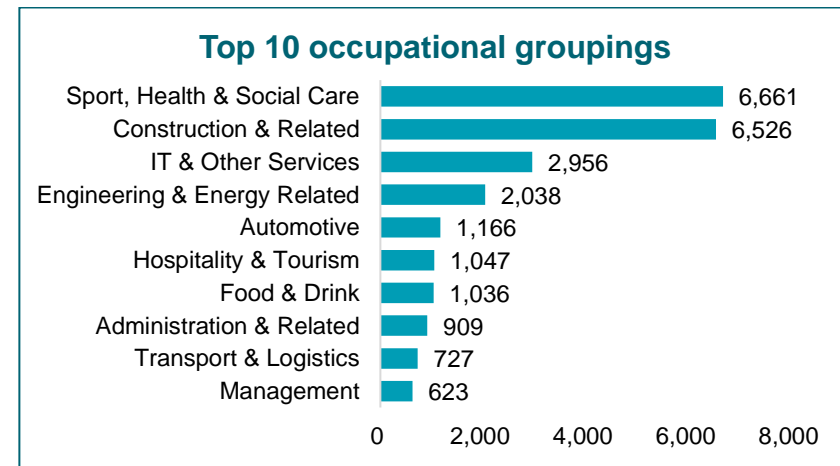


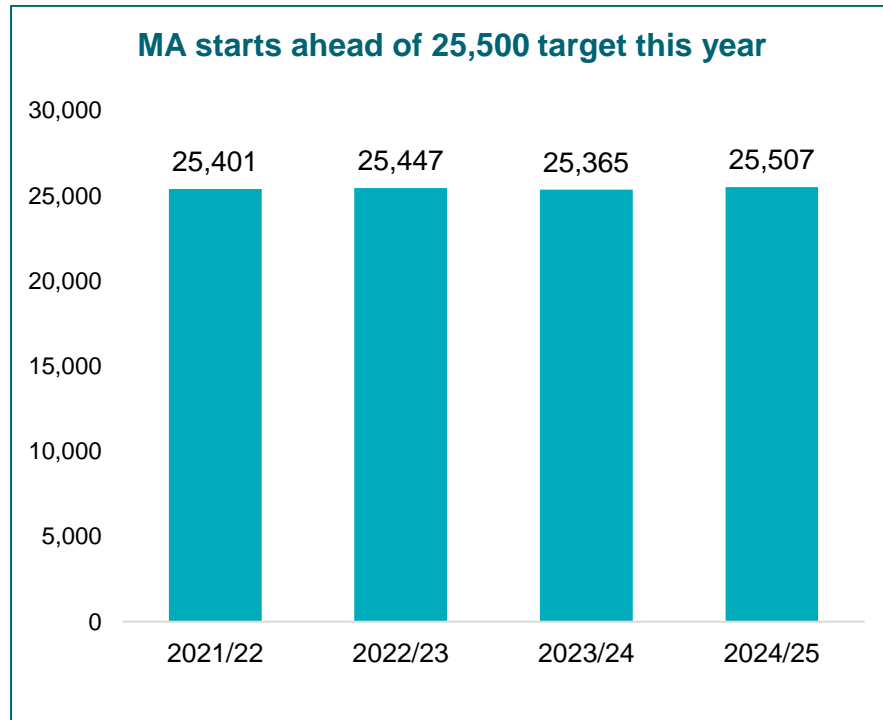
Figure 4: Modern Apprenticeship starts by occupational grouping, 2024/25



## Modern Apprenticeship Starts

There were 25,507 Modern Apprenticeship starts in 2024/25, 0.6% (+142) higher than last year.

**Figure 5: Number of Modern Apprenticeship starts, 2021/22 to 2024/25**



## Starts by age

**Figure 6: Number of Modern Apprenticeship starts by age group, 2024/25**

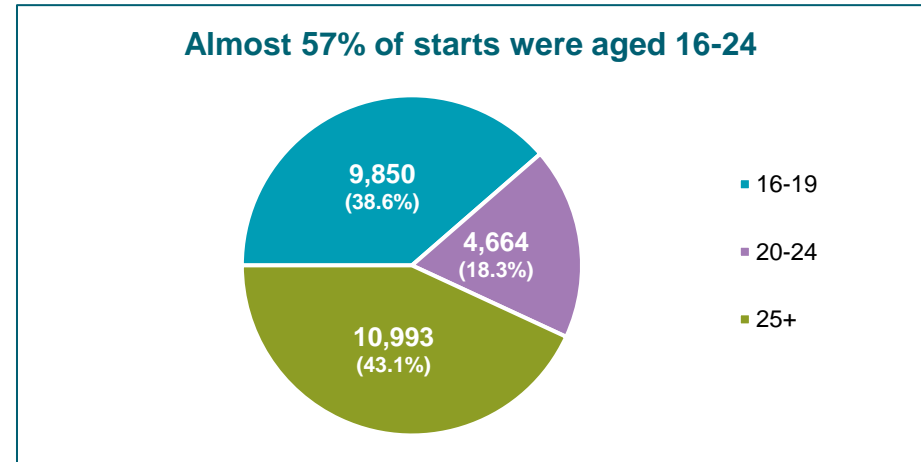


Figure 6 shows the number of starts by age group in 2024/25. In line with policy priority, the majority of MA starts were aged 16-24 (56.9% or 14,514) and 43.1% were aged 25+. The proportion of 16-24 year old starts was 2.8 pp lower than last year.

**Figure 7: Modern Apprenticeship starts by age group, 2018/19 to 2024/25**

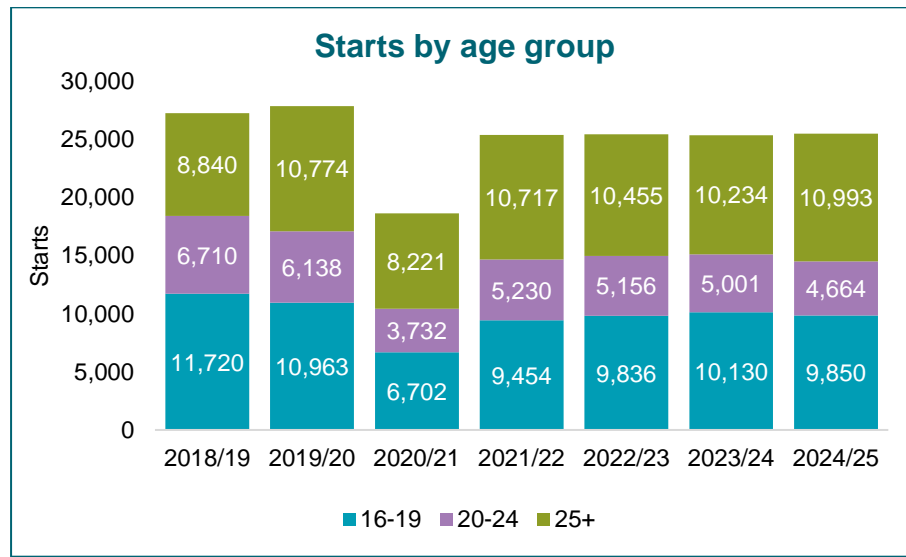
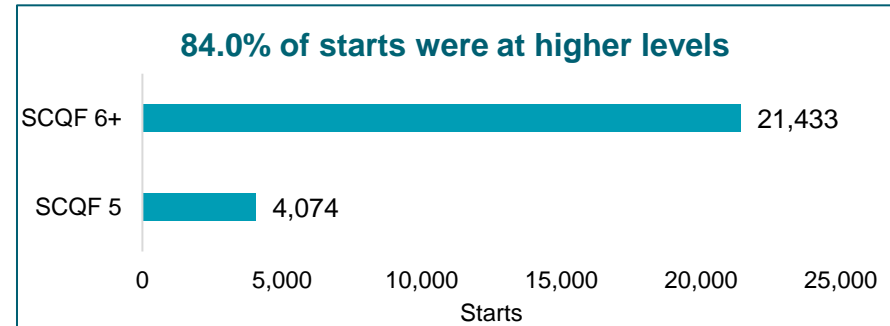


Figure 7 shows the number of starts by age group over the past seven years. In 2024/25 there was a decrease in starts for those aged 16-19 (-2.8%) and aged 20-24 (-6.7%), and an increase in starts for those aged 25+ (+7.4%).<sup>6</sup>

<sup>6</sup> Funding for Modern Apprentices aged 25+ is only available in selected occupational frameworks in line with policy priorities.

### Starts by level

**Figure 8: Number of Modern Apprenticeship starts by SCQF level, 2024/25**



In 2024/25, 84.0% of starts were at SCQF level 6 or above, 1.1 pp higher than last year. This is in line with the Scottish Government's continued policy focus on higher level apprenticeships.

**Table 1: Modern Apprenticeship starts by SCQF level, 2021/22 to 2024/25**

SCQF	2021/22	2022/23	2023/24	2024/25
Level 6+	79.3%	80.9%	82.9%	84.0%
Level 5	20.7%	19.1%	17.1%	16.0%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

**Figure 9: Modern Apprenticeship starts by SCQF level, 2021/22 to 2024/25**

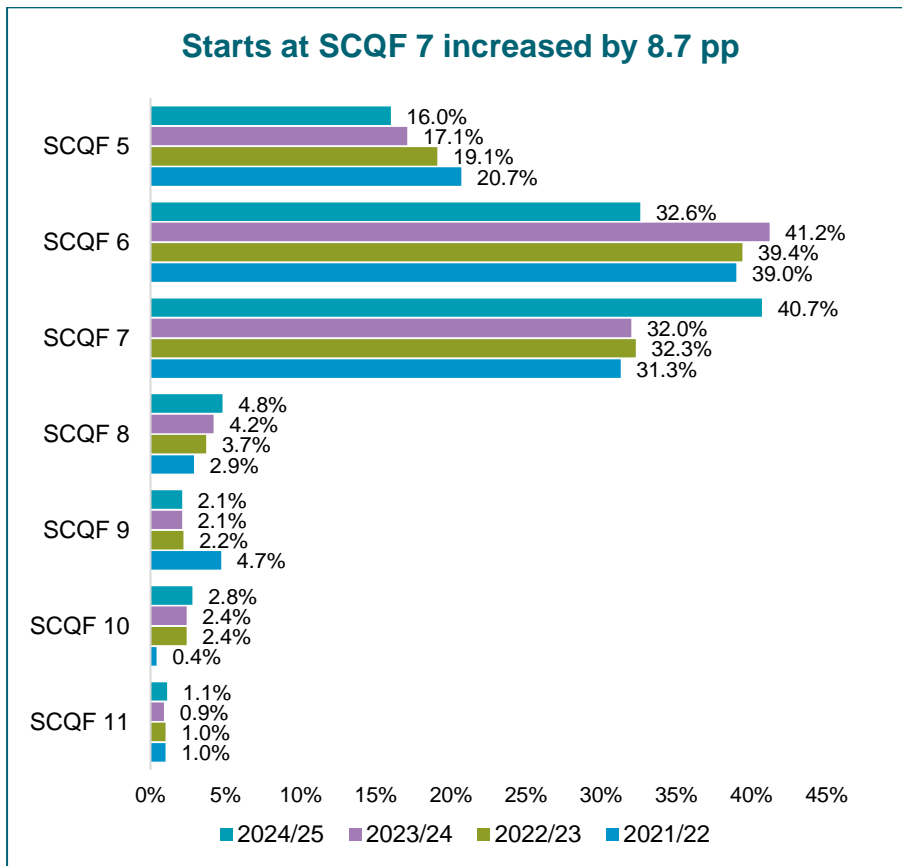


Figure 9 shows that starts to SCQF level 7 increased by 8.7 pp (+2,263 starts to 10,384) relative to last year. Whilst there was an increase of 2,263 starts to level 7, there was a decrease of 2,125 starts at level 6. The difference in starts at

these levels can be partly explained by the revision of the SCQF level 6 Engineering framework which was revised this year to produce three new Engineering frameworks credit-rated at SCQF level 7. Table 1.1 within the [Supplementary Tables](#) detail the number of Modern Apprenticeship starts by framework.

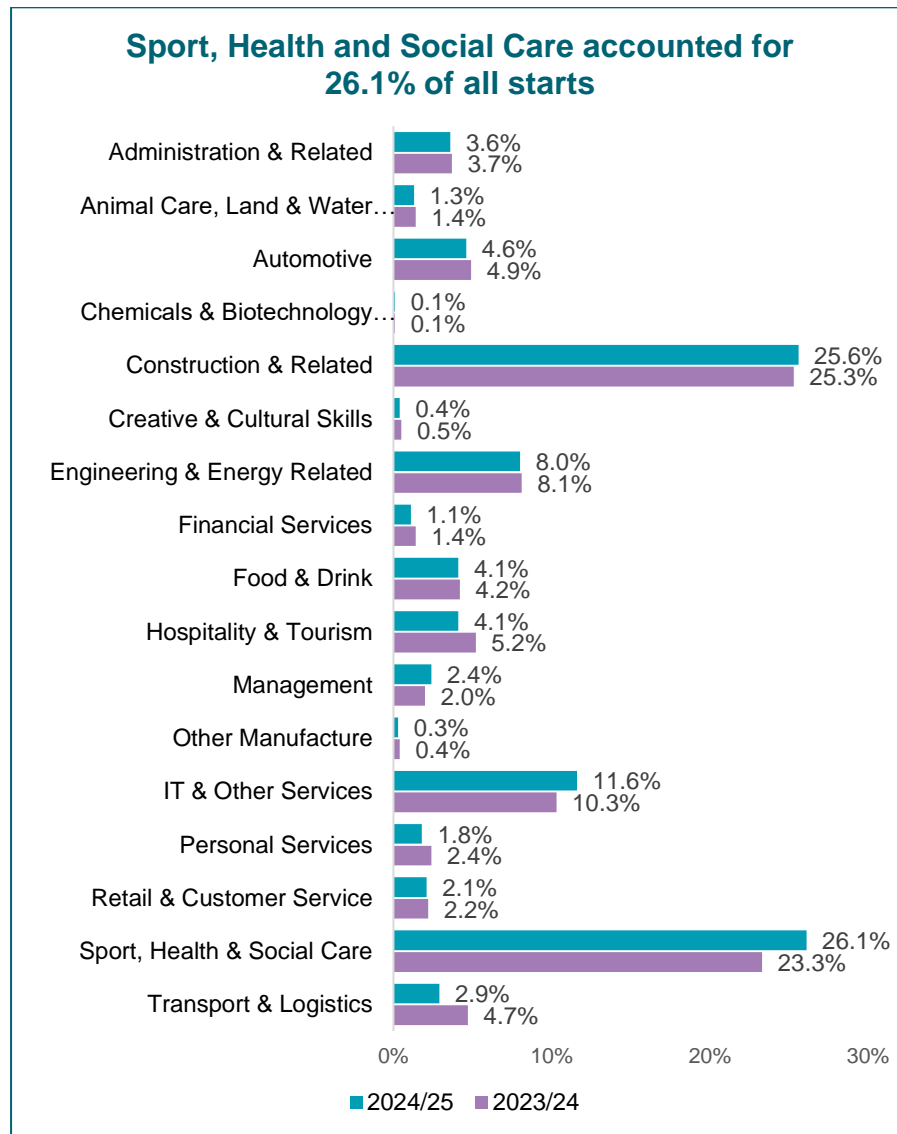
### Starts by occupational grouping

Occupational groupings are collections of individual MA frameworks relating to defined occupations. Each grouping has a different number of frameworks associated with it. The three occupational groupings with the largest volume of starts this year were:

- 1. Sport, Health & Social Care (26.1%)**
- 2. Construction & Related (25.6%)**
- 3. IT & Other Services (11.6%)**

The top three tends to remain static, likely to be driven by the relatively high number of frameworks within these groupings.

**Figure 10: Modern Apprenticeship starts by occupational grouping, 2023/24 to 2024/25**



The Sport, Health, and Social Care grouping had the highest proportion of starts this year at 26.1%, 2.8 pp higher than last year. Starts to this grouping also increased by 12.6% (+746) relative to last year, mainly driven by increased starts in Social Services frameworks. Please see Appendix B for a breakdown of the Sport, Health and Social Care grouping.

The Construction & Related occupational grouping accounted for 25.6% of starts, 0.3 pp higher than last year. Starts to this grouping also increased by 1.8% (+116 starts). The *Construction: Civil Engineering* framework saw a 27.5% increase in starts (+274) compared to last year.

IT & Other Services had the third highest proportion of starts at 11.6%, 1.3 pp higher than last year. Starts increased by 12.8% (+335) compared to last year with Digital frameworks growing. Please see Appendix B for a breakdown of the IT & Other Services grouping.

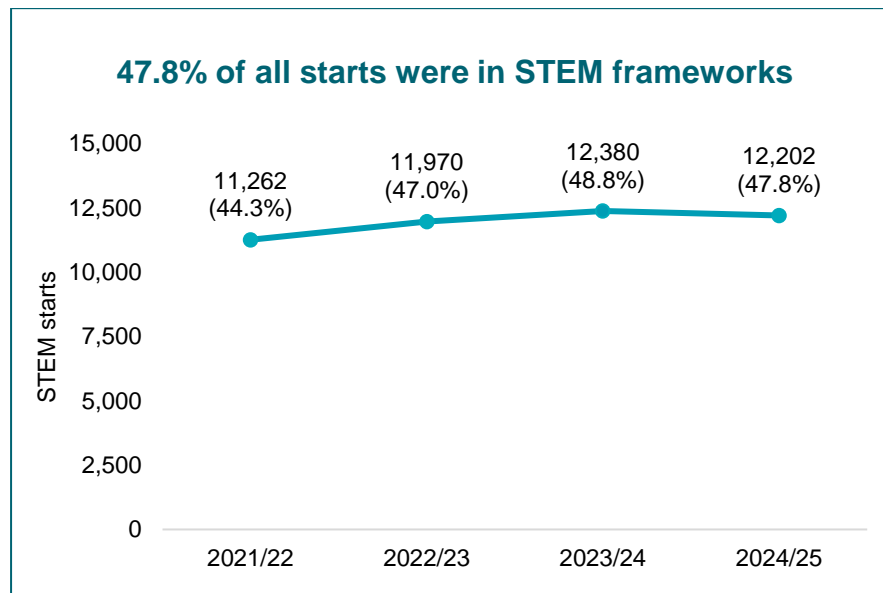
The Management occupational grouping also saw an increase of 113 starts, +22.2% relative to last year.

## 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 and included in Appendix C. This list is subject to change as frameworks are revised.

STEM frameworks accounted for 47.8% of Modern Apprenticeship starts in 2024/25, 1.0 pp lower than last year.

**Figure 11: Modern Apprenticeship starts in STEM frameworks, 2021/22 to 2024/25**

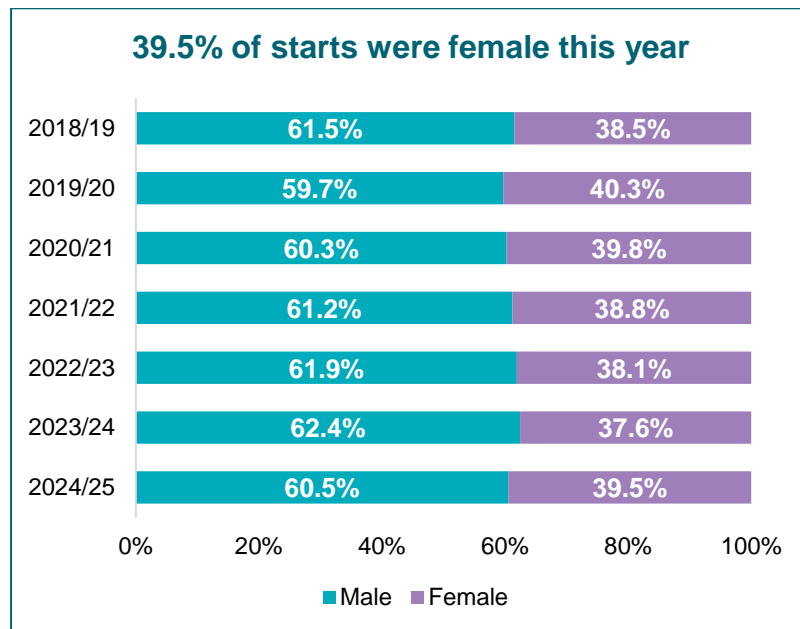


46.2% of all STEM starts were aged 16-19 (62.7% were aged 16-24) and 84.9% of STEM starts were at SCQF level 6 or higher. This is higher than the proportion of starts at higher levels for all frameworks (84.0%). Female representation in STEM frameworks was 13.4% (1,640 starts) this year, 0.1 pp higher than last year.

## Starts by gender

Female starts accounted for **39.5%** of all starts this year, 1.9 pp higher than last year.<sup>7</sup> The increase in female participation may be partly explained by the rise in starts to Sport, Health and Social Care frameworks, which saw an increase of 746 starts this year, 643 of which were female.

**Figure 12: Gender balance of Modern Apprenticeship starts (%), 2018/19 to 2024/25**



<sup>7</sup> Male + female starts

Figure 12 shows the gender balance across all MA starts over the past seven years with an approximate male to female ratio of 60:40. The gender balance across MA starts with Construction & Related frameworks excluded from calculations is 52.1% female and 47.9% male in 2024/25.

**Figure 13: Modern Apprenticeship starts by gender, 2018/19 to 2024/25**

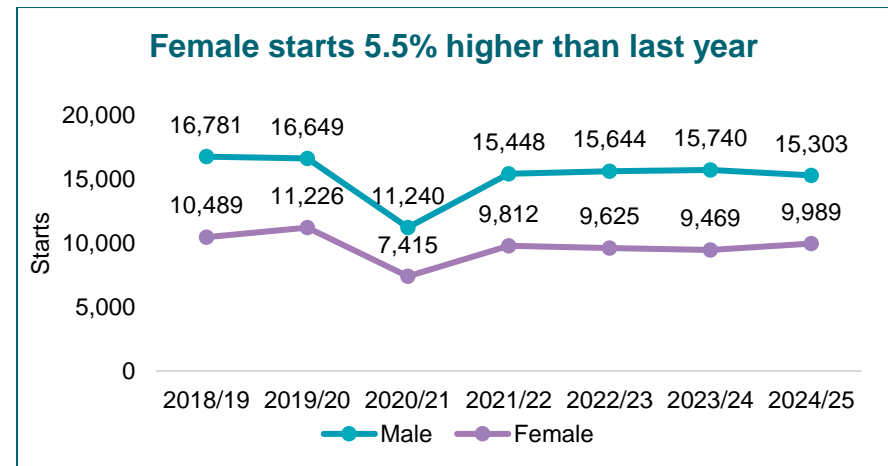


Figure 13 shows the number of female and male starts over the past seven years. In 2024/25, there were 9,989 female starts, 520 more (+5.5%) than last year and 15,303 male starts, 437 fewer (-2.8%) than last year.

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

	MA	HEI	College	Employment <sup>1011</sup>
Gender	starts	students <sup>8</sup>	students <sup>9</sup>	
Female	39.5%	56.9%	50.4%	37.5%
Male	60.5%	43.1%	49.6%	62.5%
<b>Total</b>	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 shows that more males undertake Modern Apprenticeships or go into employment, whereas higher education attracts more females. Further education shows a near equal split.

<sup>8</sup> [Higher Education Statistics Agency \(2023/24\)](#)

<sup>9</sup> [Scottish Funding Council \(2023/24\)](#)

<sup>10</sup> [Skills Development Scotland, APM \(2024\)](#)

**Figure 14: Modern Apprenticeship starts by gender and level, 2024/25**

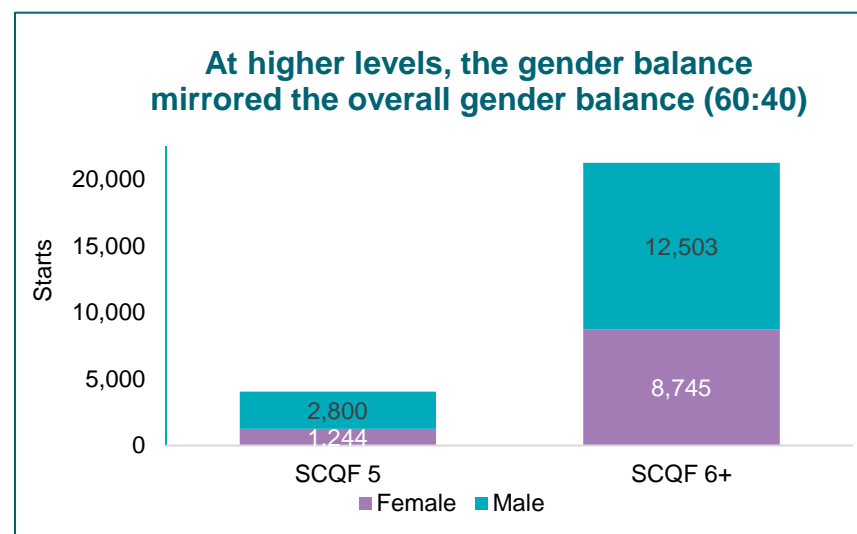


Figure 14 shows the gender balance (male + female starts) in Modern Apprenticeships by level. At higher levels, the gender balance approximately mirrored that of all starts i.e., a 60:40 split: 58.8% male and 41.2% female. For apprenticeships at lower levels the gender balance is more of a 70:30 split with 69.2% of males and 30.8% of females. This follows the trend of previous years.

<sup>11</sup> Without training.

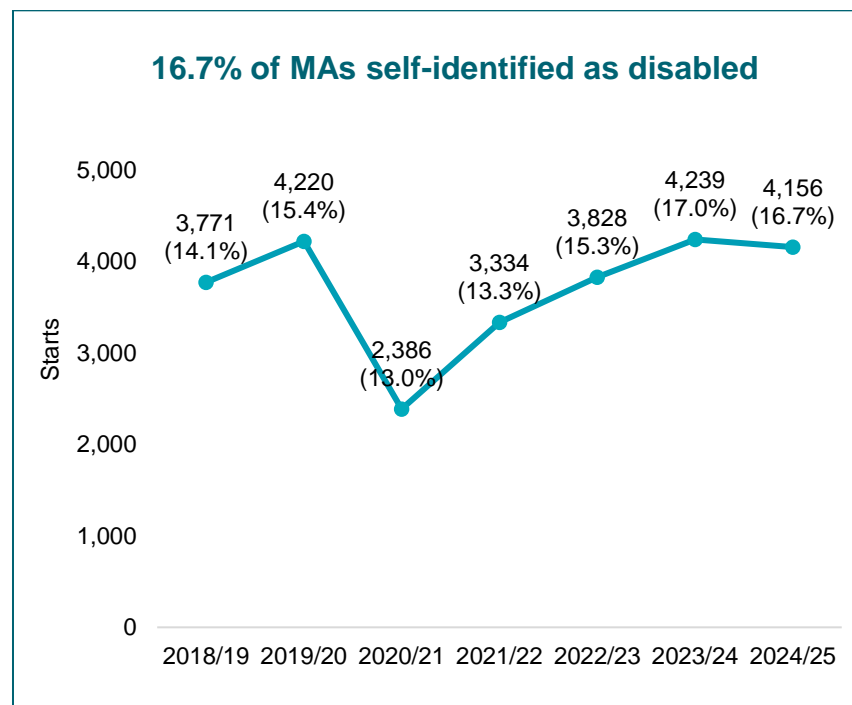
In 2024/25, 87.6% of female MAs were working towards frameworks at higher SCQF levels compared to 81.7% of male MAs (5.9 pp more females). This difference is partly due to the large number of male starts to Construction & Related frameworks at SCQF level 5.

### Starts by disability

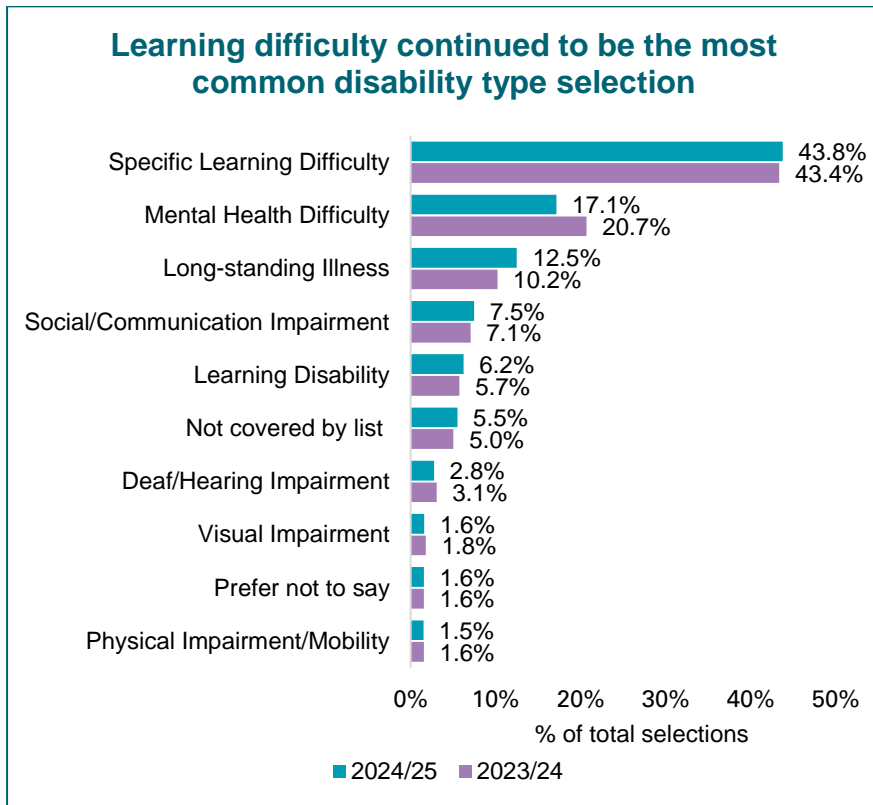
All Modern Apprenticeship starts are asked to complete an equality monitoring form prior to the start of their apprenticeship (Appendix D).

In 2024/25, **16.7%** of starts identified as disabled, 0.3 pp lower than last year.

**Figure 15: Number of Modern Apprenticeship starts who self-identified as disabled, 2018/19 to 2024/25**



**Figure 16: Modern Apprenticeship starts by disability type selection, 2023/24 to 2024/25**



As shown in Figure 16, the most common disability types selected this year were Specific Learning Difficulty and Mental Health Difficulty.<sup>12</sup> Of all starts who identified a health

<sup>12</sup> Individuals can choose more than one disability type therefore the figures reflect the number of selections not the number of individuals.

condition or learning difficulty, 15.5% selected more than one disability (-0.6 pp relative to last year). Modern Apprenticeship starts by disability type selection can be found in table 4.4 of the [Supplementary Tables](#).

**Figure 17: Modern Apprenticeship starts by disability and age group, 2021/22 to 2024/25**

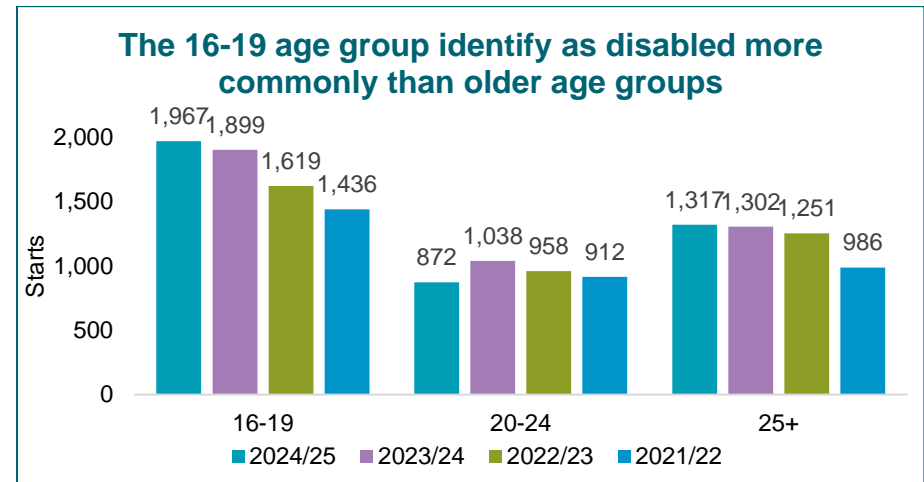
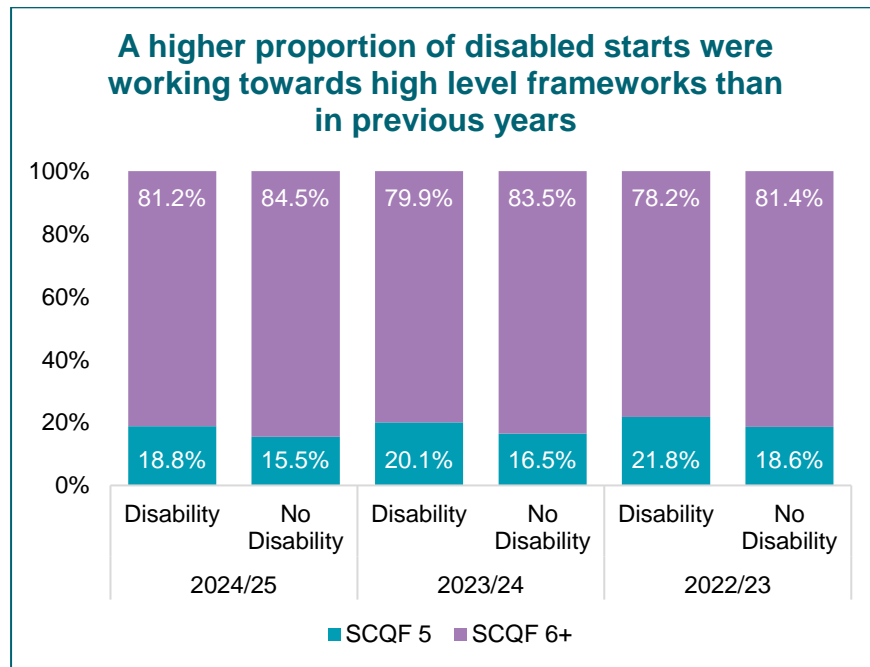


Figure 17 shows disabled MA starts by age group. In 2024/25, 68.3% of starts who self-identified as disabled were aged 16-24, 1.0 pp lower than last year. The remaining 31.7% were aged 25 or over.

**Figure 18: Modern Apprenticeship starts by level and disability, 2022/23 to 2024/25**



In 2024/25, 81.2% of disabled starts were at SCQF level 6 or above, a higher proportion than in previous years. However, this remains lower than for those with no disability (84.5%).

<sup>13</sup> Annual Population Survey: Jan 2024-Dec 2024

<sup>14</sup> [Scottish Health Survey 2023](#)

## Contextual information – Disability

In 2024/25, 16.7% of Modern Apprenticeship starts self-identified as disabled. This is below the proportion of those aged 16-64 in Scotland who are Equality Act (EA) core or work-limiting disabled (28.9%).<sup>13</sup> The latest Scottish Health Survey reported that 24% of those aged 16-24 had a limiting long-term condition (28% for those aged 25-34), a decrease from 28% in 2022.<sup>14</sup>

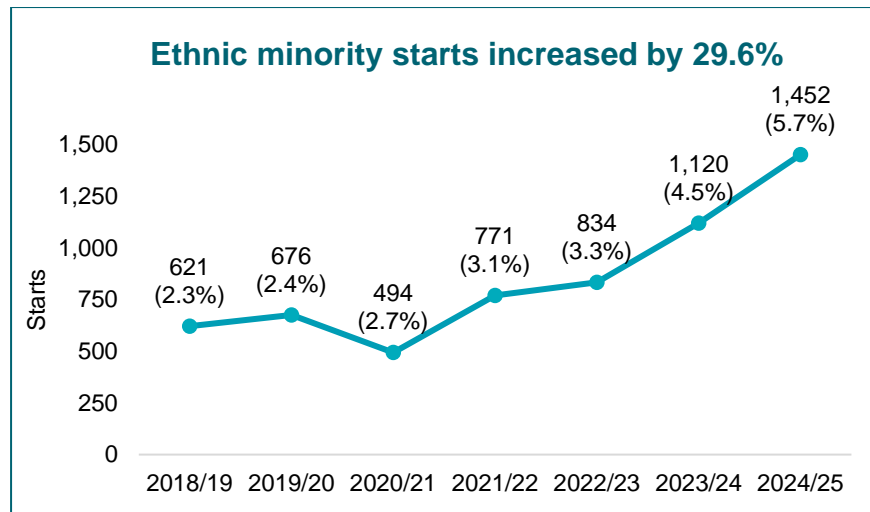
The latest [Annual Participation Measure for 16-19 year olds in Scotland](#) found that 16-19 year olds with a disability were participating in education, training or employment at a lower rate than those who were not disabled, 89.1% and 92.9%, respectively.<sup>15</sup>

<sup>15</sup> 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 2024/25, the proportion of starts who self-identified as Mixed or Multiple; Asian; African; Caribbean or black; and Other ethnic group was **5.7%**, the highest ever reported and 1.2 pp higher than last year.

**Figure 19: Modern Apprenticeship starts who self-identified as an ethnic minority, 2018/19 to 2024/25**



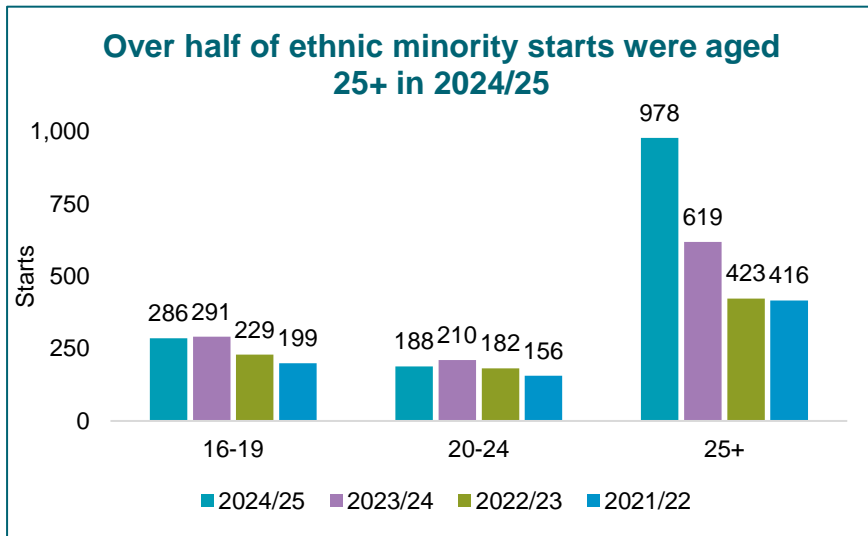
**Table 3: Modern Apprenticeship starts by ethnic group, 2024/25<sup>16</sup>**

Ethnic Group	Starts	% of known
White	23,859	94.3%
Asian	565	2.2%
African	473	1.9%
Mixed ethnic background	170	0.7%
Other ethnic background	123	0.5%
Caribbean or black	121	0.5%
<b>Total Known</b>	<b>25,311</b>	<b>100.0%</b>
Unknown	196	-
Mixed or multiple; Asian; African; Caribbean or black; and Other ethnic group	1,452	5.7%
<b>Total</b>	<b>25,507</b>	<b>100.0%</b>

Table 3 details Modern Apprenticeship starts by ethnic group for 2024/25.

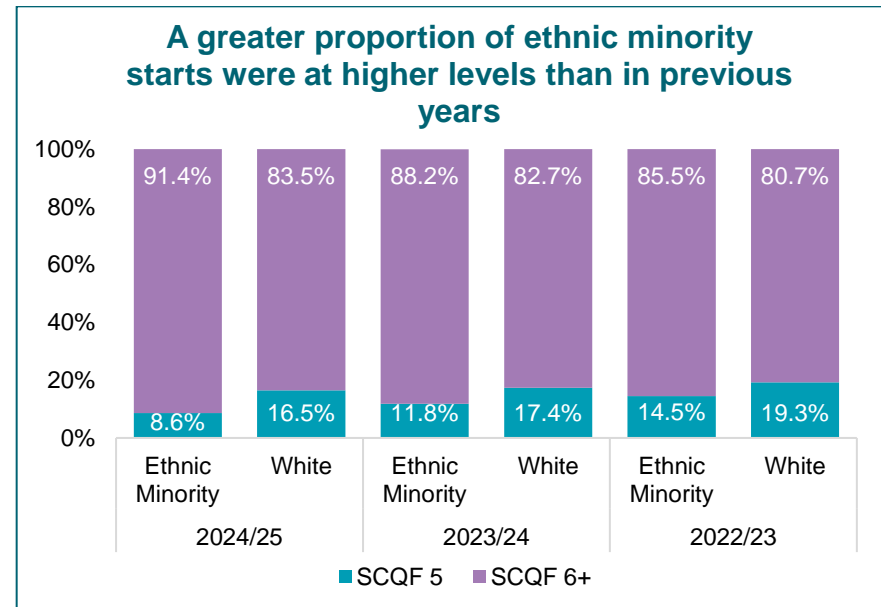
<sup>16</sup> Percentages may not sum to 100% due to rounding.

**Figure 20: Modern Apprenticeship starts by ethnicity and age group, 2021/22 to 2024/25**



This year we continue to see the increasing trend in the proportion of ethnic minority apprentices starting their apprenticeships later, compared to their white counterparts. In 2024/25, 67.4% of ethnic minority starts were aged 25+ compared to 41.6% of their white counterparts, +12.1 pp and +1.9 pp relative to last year, respectively.

**Figure 21: Modern Apprenticeship starts by level and ethnicity, 2022/23 to 2024/25**



In 2024/25, a greater proportion of ethnic minority starts were at higher levels, compared to their white counterparts (91.4% and 83.5%, respectively).

## Contextual information – Ethnicity

In 2024/25, 5.7% of Modern Apprenticeship starts identified as an ethnic minority. Census data reported that the percentage of working-age people in Scotland with a minority ethnic background<sup>17</sup> was 6.2% in 2022.<sup>18</sup> 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.<sup>19</sup>

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 (27.1% and 19.1%, respectively). This, in part, explains their lower levels of representation in Modern Apprenticeships. There are actions within the [Equality and Diversity Mainstreaming Report](#), including an employer-led Commission on how to improve the participation of minority ethnic people in apprenticeships, that aim to address the real and perceived

<sup>17</sup> Minority ethnic background refers to Asian, African, Caribbean or black, Mixed ethnic group, and Other ethnic group. This percentage does not include any White: Other ethnic groups.

<sup>18</sup> [Scotland's Census \(2022\)](#)

barriers to participation that exist for some minority groups.

**Figure 22: Modern Apprenticeship starts by ethnicity, 2024/25 and the Scottish population (16-65+) by ethnicity, 2022**

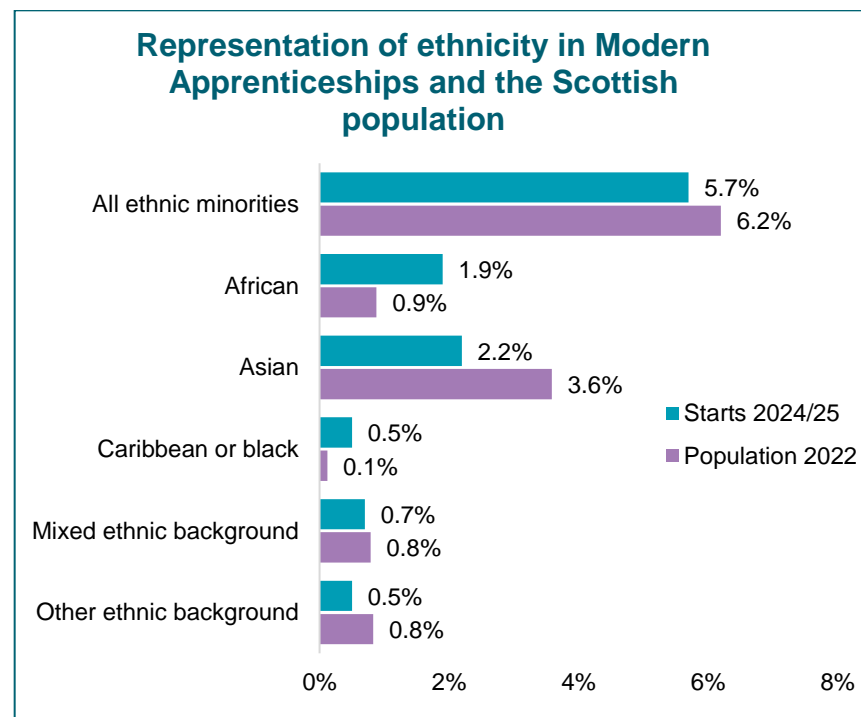


Figure 22 compares the representation of ethnicity in Modern Apprenticeship starts with that of the Scottish population

<sup>19</sup> ‘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’.

aged 16 to 65+. In 2024/25, 5.7% of Modern Apprentices identified as an ethnic minority, the equivalent figure using census data was 6.2%. When including apprentices who self-identified as “White other” this was 9.8%.<sup>20</sup> The equivalent measure using census data was 11.0%.

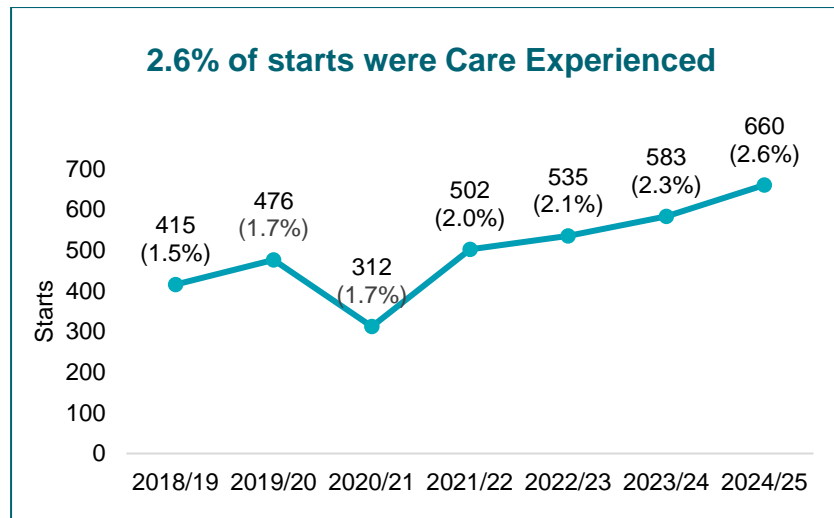
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<sup>20</sup> “White other” refers to anyone who self-declared their ethnicity as Polish, Gypsy Traveller, or Other white background.

## Starts by Care Experience

In 2024/25, the proportion of MAs who self-identified as Care Experienced was **2.6%**, 0.3 pp higher than last year and the highest it has been since we started reporting on this equality group.

**Figure 23: Modern Apprenticeship starts who self-identified as Care Experienced, 2018/19 to 2024/25**



**Figure 24: Number of Care Experienced starts by age group, 2021/22 to 2024/25**

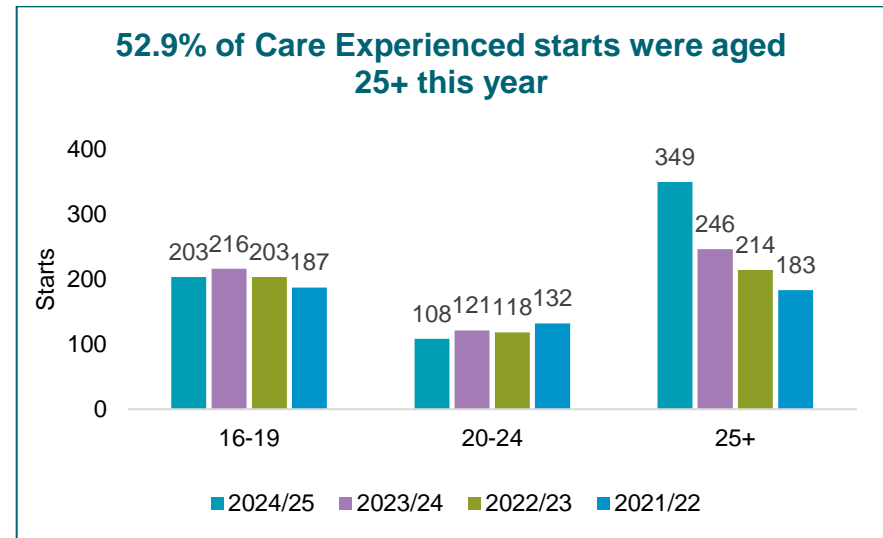


Figure 24 shows that in 2024/25, 30.8% of Care Experienced starts were aged 16-19, 16.4% were aged 20-24, and 52.9% were over 25.

The proportion of MAs who identified as Care Experienced was highest in the 25+ age group (3.2%). 2.1% of starts in the 16-19 age group identified as Care Experienced.

**Figure 25: Modern Apprenticeship starts by Care Experience and level, 2022/23 to 2024/25**

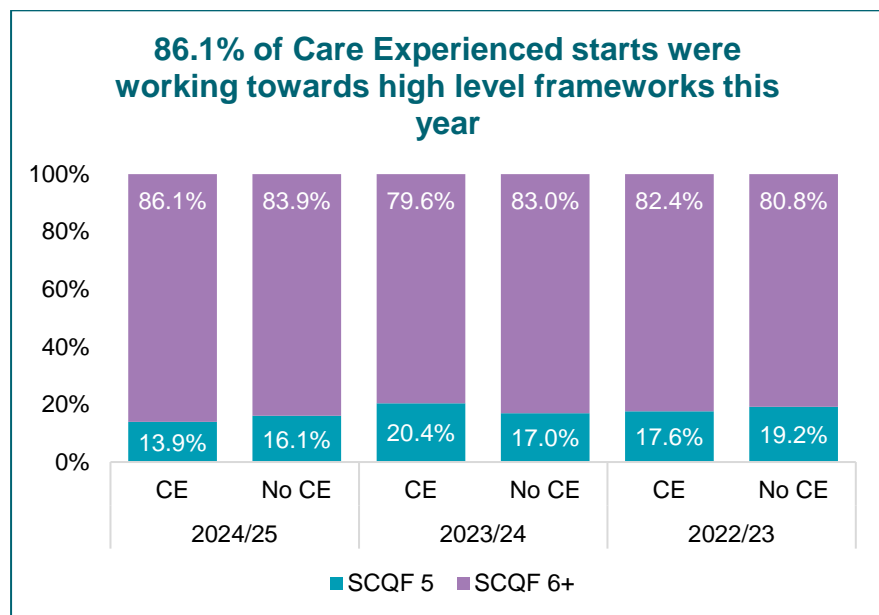


Figure 25 shows Care Experienced starts by SCQF level. In 2024/25, 86.1% of starts who self-identified as Care Experienced were working towards frameworks at higher levels, 6.5 pp higher than last year and 2.2 pp higher than those who were not Care Experienced.

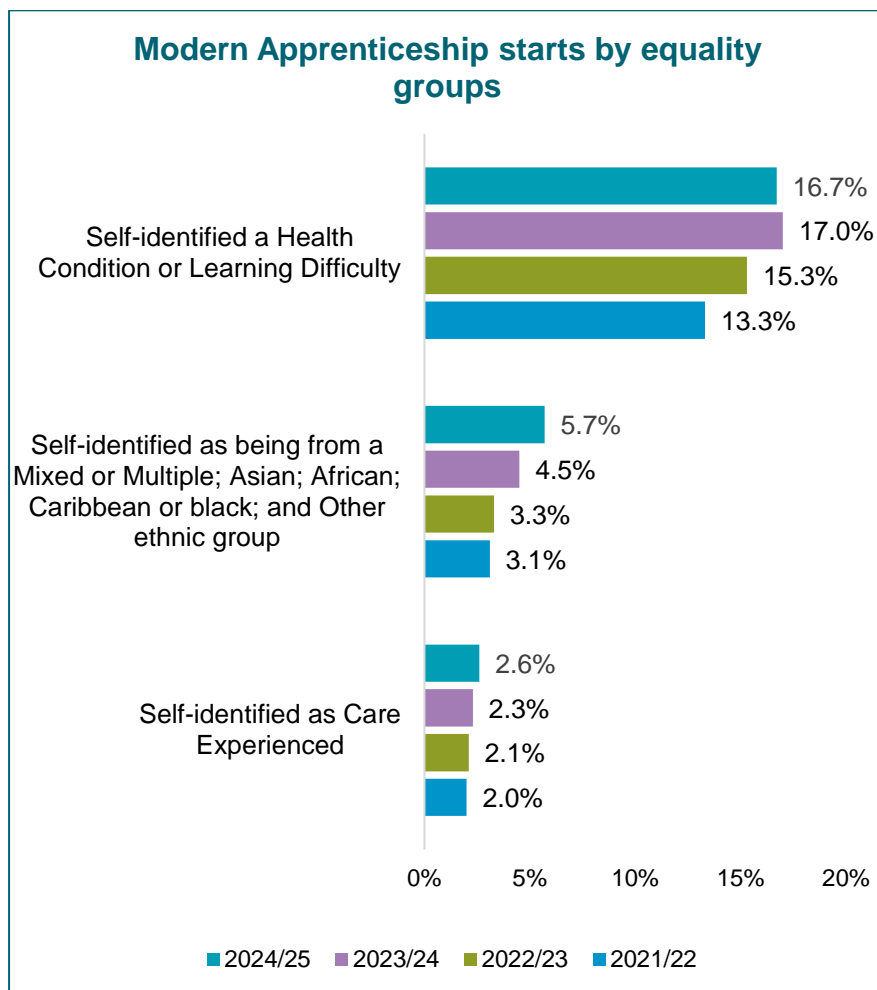
<sup>21</sup> This figure is derived from [Children's Social Work Statistics 2022-23](#) using Table 1.1 and Table 4.1 of the Additional Tables and [NRS Mid-Year Population Estimates 2023](#) for 16-25 population.

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 1.6% of the 16-25 year old population in Scotland are currently looked after or a care leaver, although this is only an approximation.<sup>21</sup>

**Figure 26: Modern Apprenticeship starts equality groups summary, 2021/22 to 2024/25**



### Starts by local authority

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

## Starts by SIMD

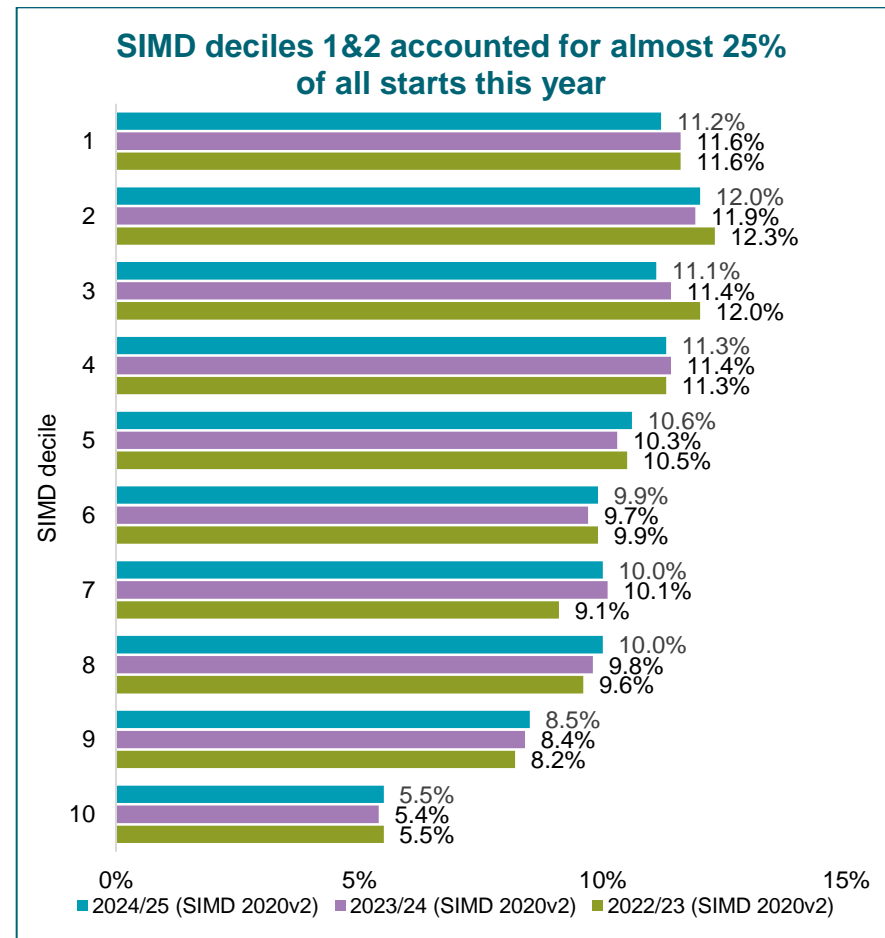
Analysis of Modern Apprenticeship starts by Scottish Index of Multiple Deprivation (SIMD, 2020v2) involved the matching of MA postcodes (based on home address) to SIMD data.

The proportion of Modern Apprenticeship starts who resided 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 23.2%, whilst the proportion in the 20% least deprived areas has increased slightly from 13.3% to 14.0%.<sup>22</sup>

In 2024/25, 80.5% of starts from the most deprived areas (decile 1) were at higher levels, 1.5 pp higher than last year. Comparatively, 89.4% of starts from the least deprived areas (decile 10) started their MA at higher levels, 2.3 pp higher than last year.

<sup>22</sup> 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 areas. Additionally, 'deprived' does not just mean 'poor' or 'low income'. It

**Figure 27: Modern Apprenticeship starts by SIMD decile, 2022/23 to 2024/25**



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, 88.4% of 16-19 year olds were participating compared to 96.6% in the 20% least deprived areas, a participation gap of 8.2 pp – the narrowest gap on record.

The Scottish Funding Council reported that in 2022/23, a greater proportion of further education students were from the 20% most deprived areas (25.5%) than the 20% least deprived areas (14.5%).<sup>23</sup> This reflects the pattern of Modern Apprenticeship starts.

The latest HESA figures for 2023/24 show that 16.7% of Scottish domiciled full-time first-degree entrants to Scottish universities were from the 20% most deprived areas in Scotland (quintile 1), 0.4 pp higher than 2022/23.<sup>24</sup>

<sup>23</sup> [Scottish Funding Council: Report on Widening Access \(2022-23\)](#)

## Time in employment before starting MA

Before commencing their Modern Apprenticeship, individuals are asked about the length of time they had worked with their current employer. Table 4 shows the number of starts in 2023/24 and 2024/25 and the length of time they had been with their current employer prior to commencing their MA.

43.1% of MAs began their training within six months of being with their current employer. 44.8% started their training after being with their current employer for 13 months or more, 3.5 pp higher than last year which reflects the increase in uptake of higher-level apprenticeships and could be an indication of employee progression.

**Table 4: Length of time with current employer before starting a Modern Apprenticeship, 2023/24 to 2024/25**

Time in employment	2023/24	% of known	2024/25	% of known
0-6 months	10,813	44.4%	10,513	43.1%
7-9 months	1,609	6.6%	1,397	5.7%
10-12 months	1,869	7.7%	1,570	6.4%
13 months+	10,053	41.3%	10,933	44.8%
<b>Total known</b>	<b>24,344</b>	-	<b>24,413</b>	-
<b>Unknown</b>	<b>1,021</b>	-	<b>1,094</b>	-

<sup>24</sup> [HESA: Student Numbers and Statistics 2023/24](#)

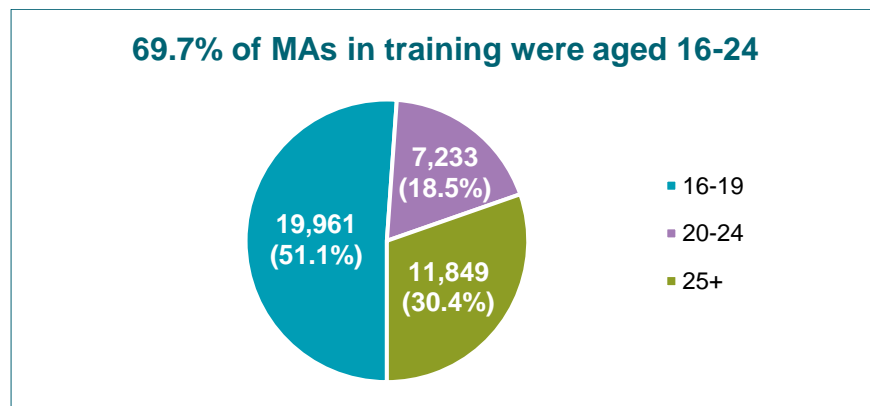
## Modern Apprenticeship In Training

The number of Modern Apprentices in training is a snapshot at a point in time – in this case, 31<sup>st</sup> March 2025. Year on year, this number fluctuates 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 31<sup>st</sup> March 2025, there were **39,043** Modern Apprentices in training, 1.1% (+436) higher than last year.

### In Training by age

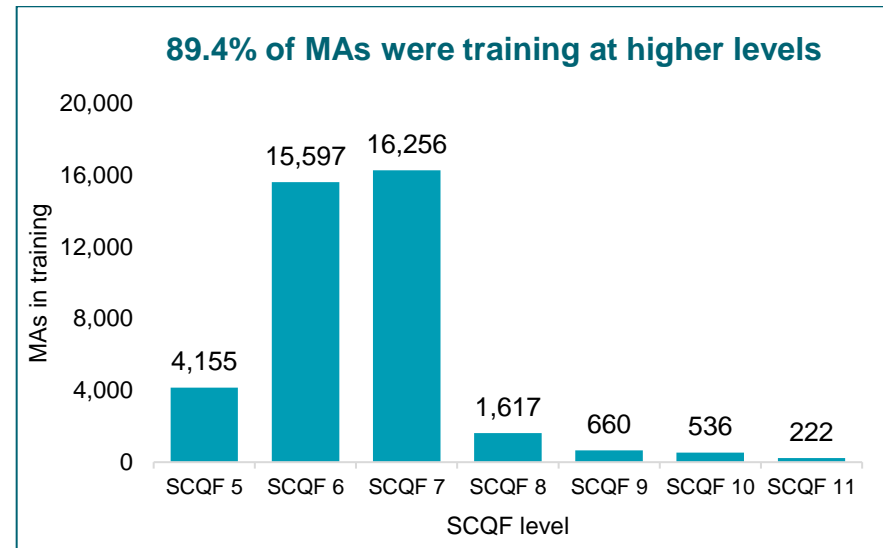
**Figure 28: Modern Apprentices in training by age group, 2024/25**



In 2024/25, 51.1% of those in training were aged 16-19 (+0.8 pp on last year); 18.5% were aged 20-24 (-1.2 pp); and 30.4% were aged 25 or over (+0.4 pp). Those aged 16-24 accounted for 69.7% (27,194) of MAs in training, 0.3 pp lower than last year.

### In Training by level

**Figure 29: Modern Apprentices in training by level, 2024/25**



In 2024/25, 89.4% (34,888) of Modern Apprentices were working towards a qualification at SCQF level 6 or above, 1.3 pp higher than last year.

**Figure 30: Modern Apprentices in training by level and occupational grouping, 2024/25<sup>25</sup>**

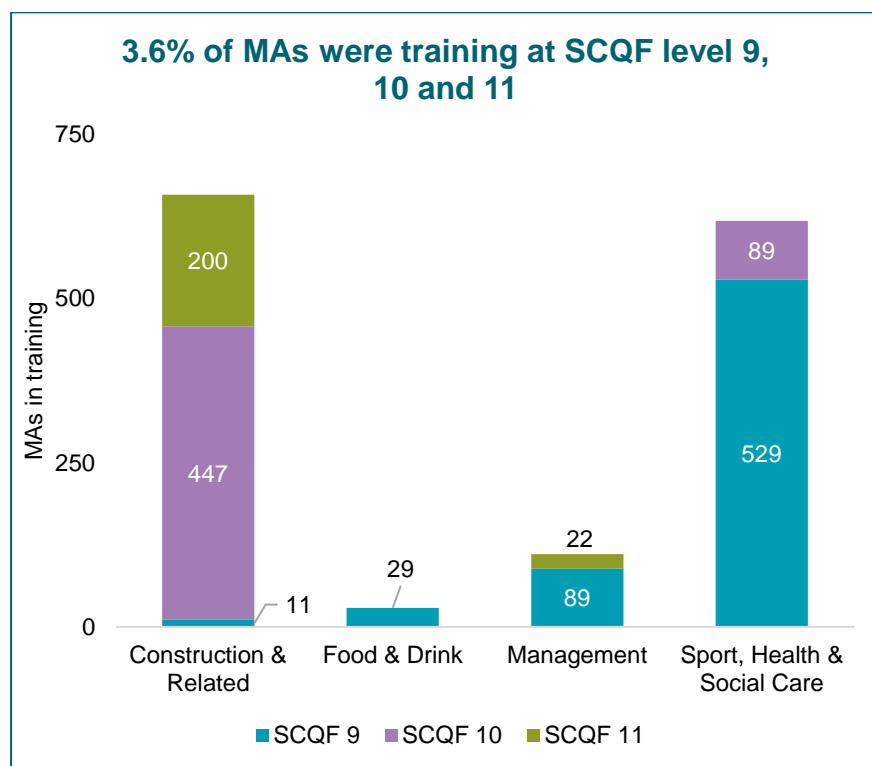


Figure 30 shows that at the end of 2024/25, 3.6% (1,416) of MAs were training towards a qualification at SCQF level 9, 10, and 11 (equivalent to an Ordinary Degree, Honours

<sup>25</sup> IT & Other Services occupational grouping was removed due to disclosure control therefore in training figures might differ slightly to other totals.

Degree, and Masters, respectively).<sup>26</sup> Of all MAs training at those higher levels, 46.5% (658) were working towards a framework in the Construction & Related grouping and 43.6% (618) in the Sport, Health & Social Care grouping.

### 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 (33.7%)**
- 2. Sport, Health & Social Care (18.0%)**
- 3. Engineering & Energy Related (15.0%)**
- 4. IT & Other Services (10.0%)**

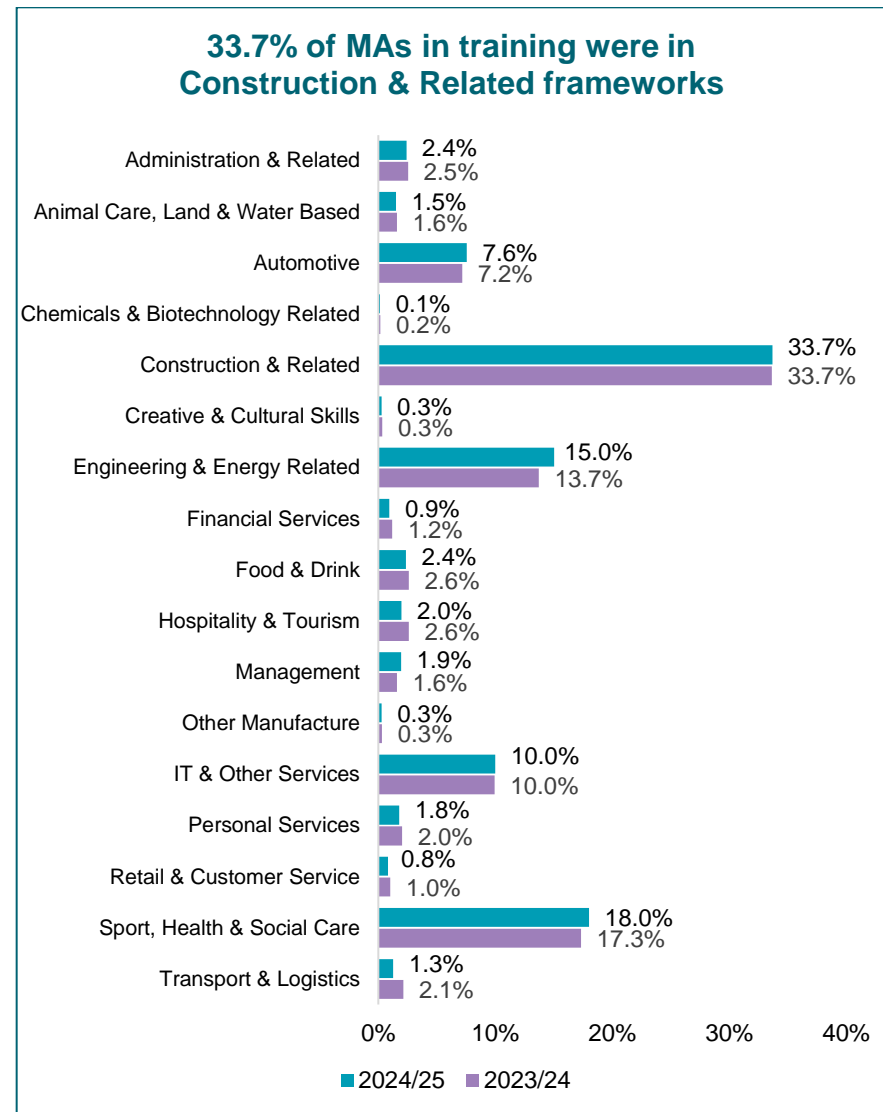
63.9% of MAs in training were in STEM frameworks, 1.4 pp higher than last year.<sup>27</sup> The majority of those in STEM frameworks were aged 16-24 (79.9%) and were training at SCQF level 6 or above (91.4%).

<sup>26</sup> [SQA Qualifications in the SCQF](#)

<sup>27</sup> Based on the agreed STEM list in Appendix C.

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 Apprentices in training by occupational grouping, 2023/24 to 2024/25**

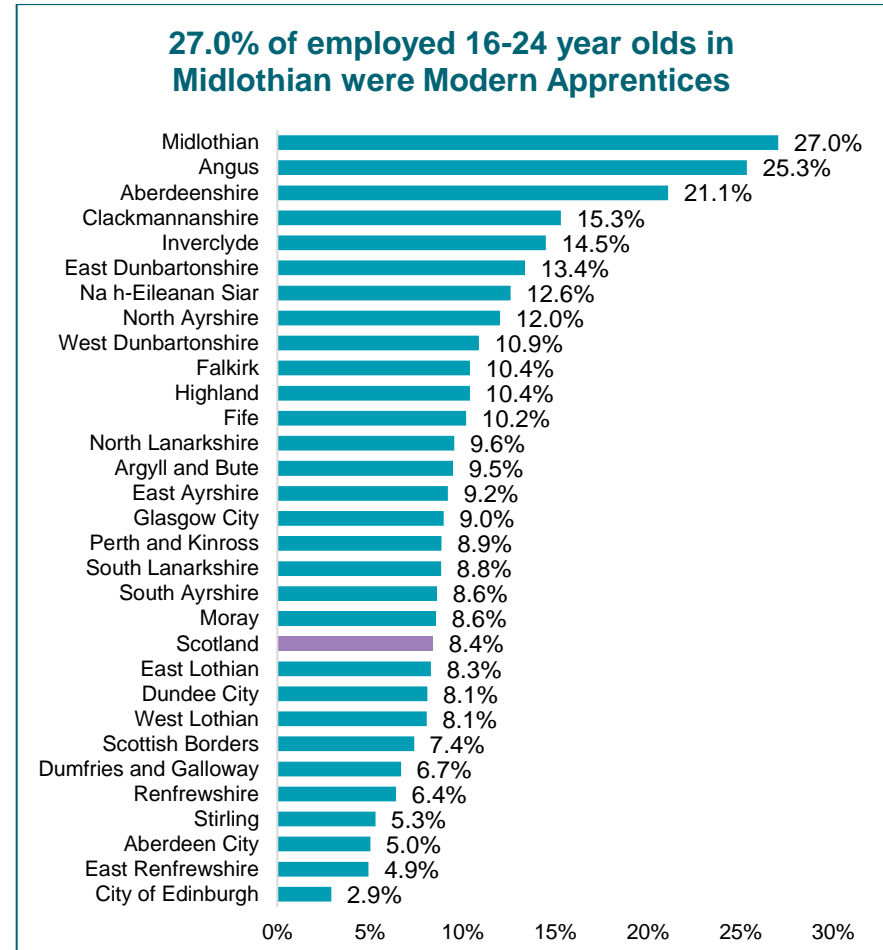


## Modern Apprentices and local employment

Further analysis considered the number of MAs in training aged 16-24 (as at 31<sup>st</sup> March 2025) compared to the number of 16-24 year olds in employment residing in each local authority.<sup>28</sup>

In Scotland, approximately **8.4%** of 16-24 year olds who are in employment were Modern Apprentices, 0.1 pp higher than last year. 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.<sup>29</sup> In 2024/25, Midlothian had the highest proportion at 27.0%, followed by Angus at 25.3%, and Aberdeenshire at 21.1%.

**Figure 32: Modern Apprentices in training aged 16-24 as a proportion of 16-24 in employment by local authority, 2024/25**



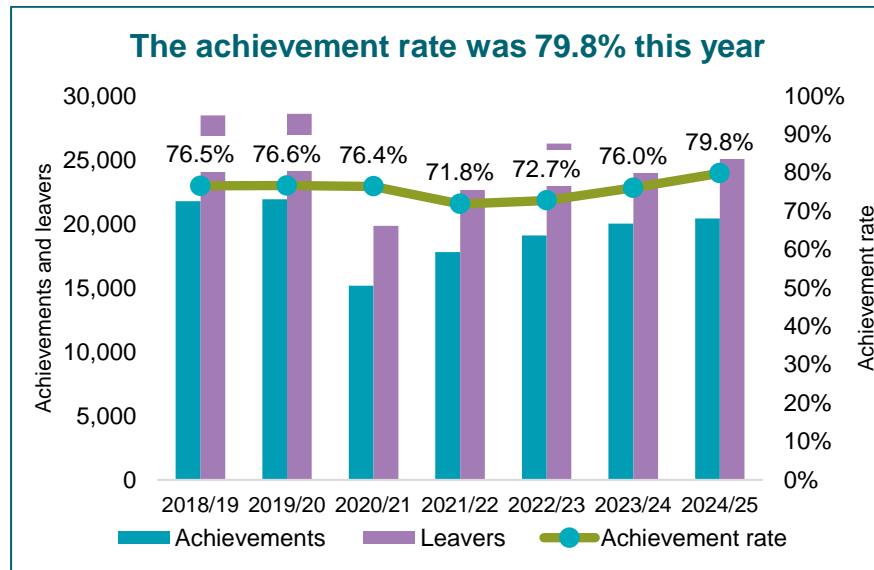
<sup>28</sup> The Annual Population Survey (Jan 2024 – Dec 2024)

<sup>29</sup> Orkney Islands and Shetland Islands removed due to disclosure control.

## Modern Apprenticeship Achievements

In 2024/25, the overall achievement rate was **79.8%**, with 20,408 of 25,570 leavers, achieving their full Modern Apprenticeship award, 3.8 pp higher than last year. Figure 33 shows that the achievement rate has been gradually increasing since 2021/22 following a gradual decline in previous years.

**Figure 33: Modern Apprenticeship achievements, leavers, and achievement rate, 2018/19 to 2024/25**



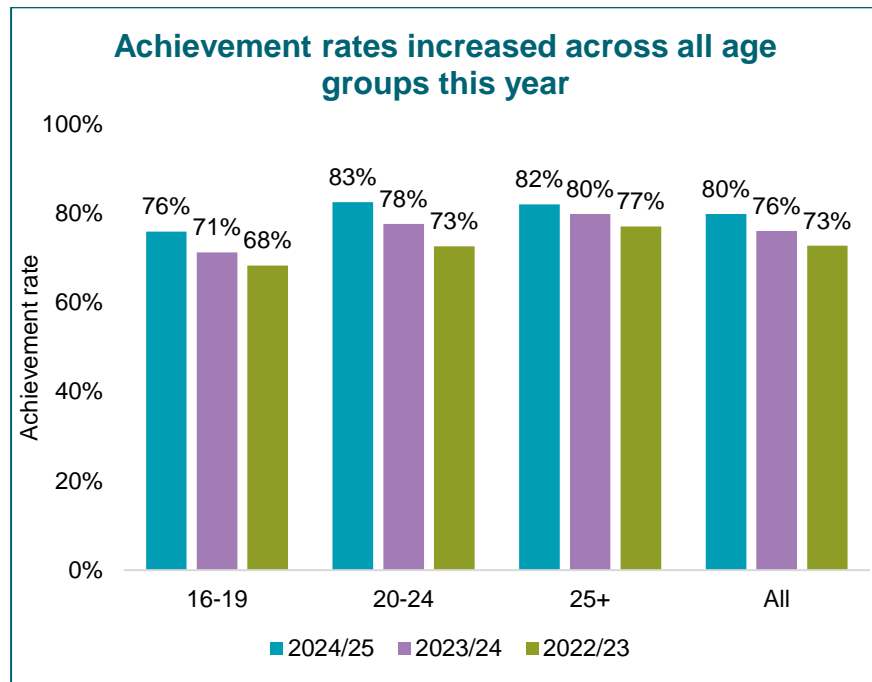
<sup>30</sup> [OECD: Labour Force Statistics – Employment by job tenure intervals - frequency](#)

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 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.<sup>30</sup> Similarly, our data shows that Modern Apprentices aged 25 and older have a higher achievement rate (82.0%) than those aged 16-24 (78.2%).

## Achievements by age

In 2024/25, the achievement rate increased across all age groups compared to last year. The 16-19 achievement rate was 75.9% (+4.7 pp higher than 2023/24), the 20-24 achievement rate was 82.5% (+4.9 pp), and the 25+ achievement rate was 82.0% (+2.3 pp).

**Figure 34: Modern Apprenticeship achievement rate by age group, 2022/23 to 2024/25**



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.<sup>31</sup>

<sup>31</sup> [Scottish Funding Council: College Performance Indicators 2022-23](#)

## 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 35: Modern Apprenticeship achievement rate by level, 2022/23 to 2024/25**

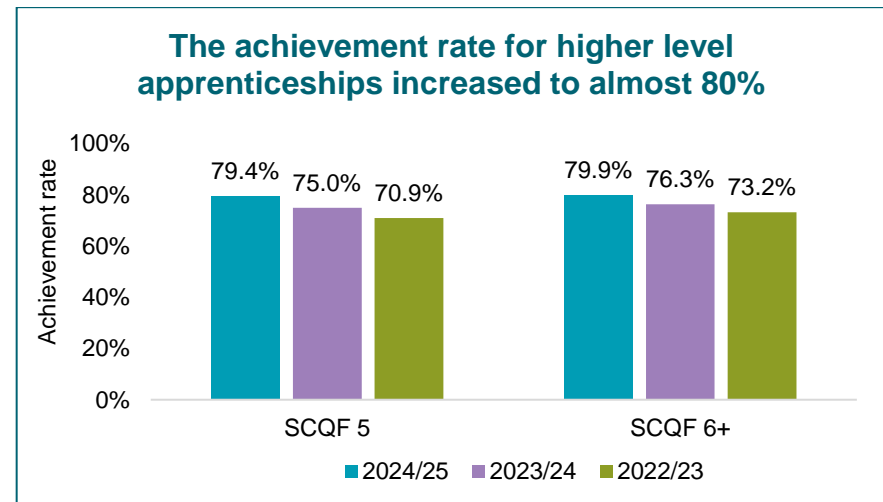


Figure 35 shows the achievement rate was 79.9% for MAs working towards SCQF level 6 and above. This is 3.6 pp higher than last year. The achievement rate was 79.4% for

MAs working towards frameworks at SCQF level 5, 4.4 pp higher than last year.

**Figure 36: Modern Apprenticeship achievement rate by level, 2023/24 to 2024/25**

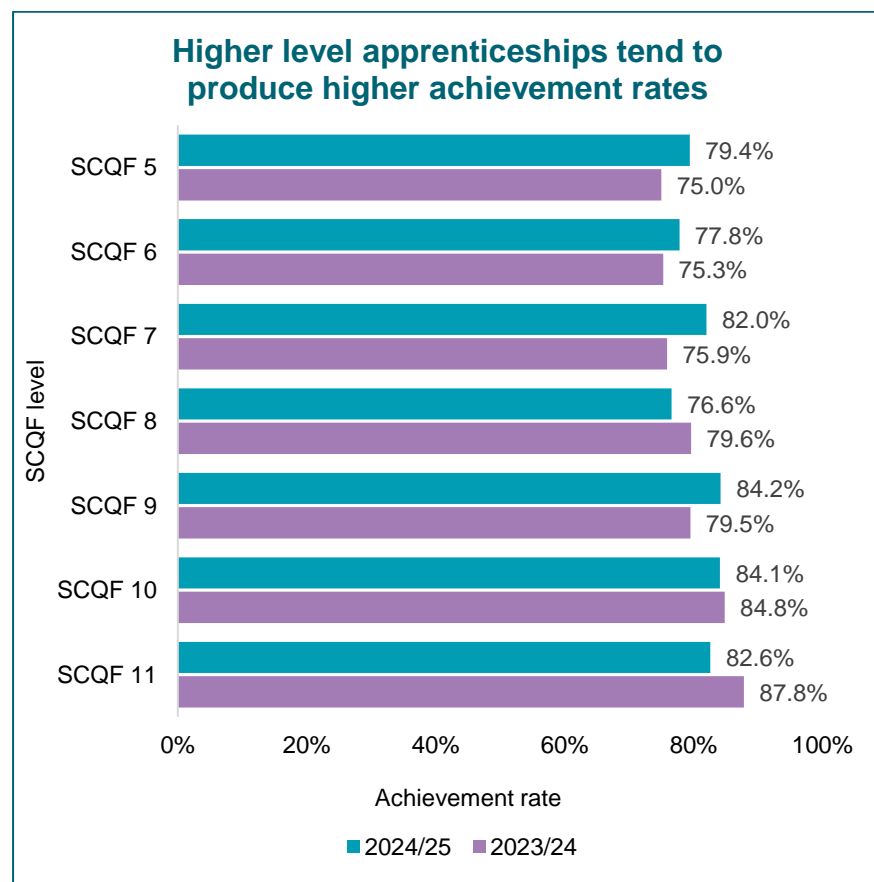


Figure 36 shows Modern Apprenticeship achievement rates by SCQF level in 2023/24 and 2024/25. As the level of the Modern Apprenticeship increases the achievement rates tend to be higher i.e., as the complexity of the learning increases.<sup>32</sup> SCQF level 9 had the highest achievement rate this year at 84.2% with 478 achievements out of 568 leavers.

### 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](#).

<sup>32</sup> [Scottish Qualifications Authority: SQA Qualifications in the SCQF](#)

**Figure 37: Modern Apprenticeship achievement rates by occupational grouping, 2023/24 to 2024/25**

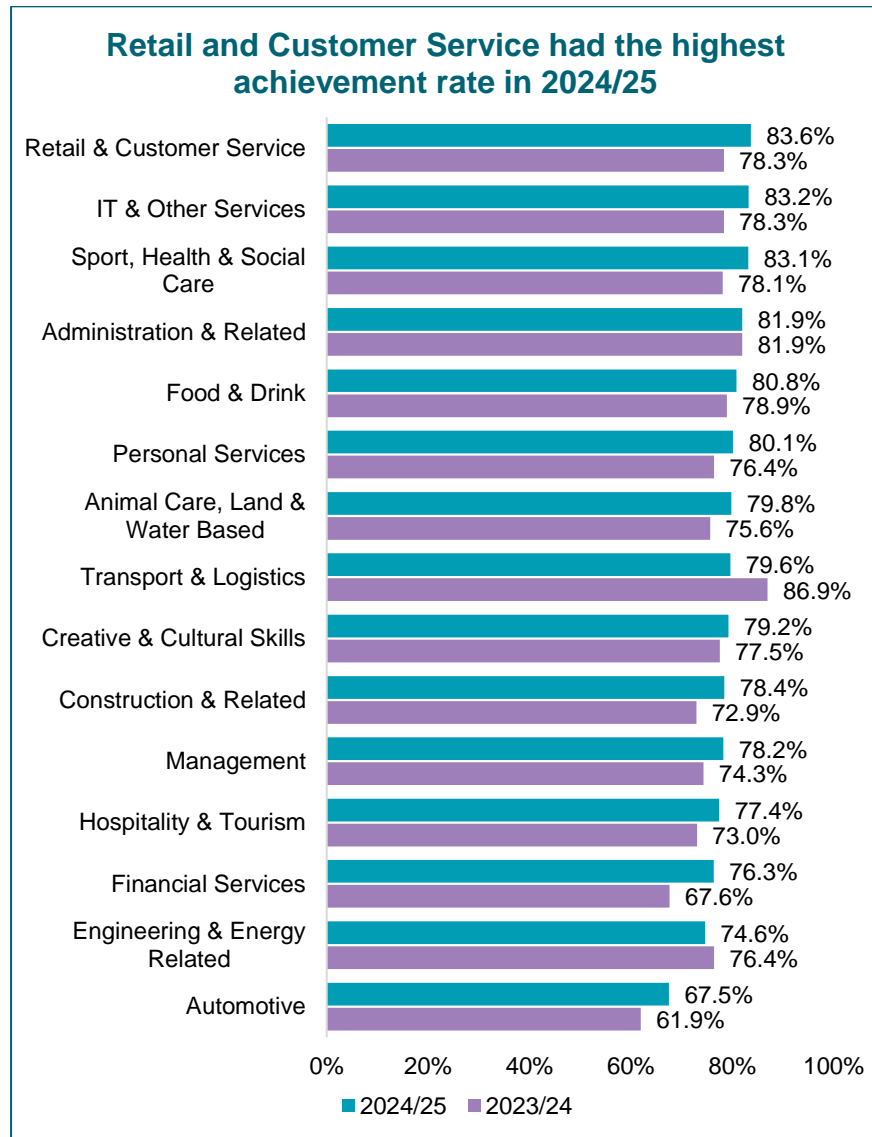


Figure 37 shows the top fifteen achievement rates by occupational grouping. Retail and Customer Service had the highest achievement rate this year at 83.6%.

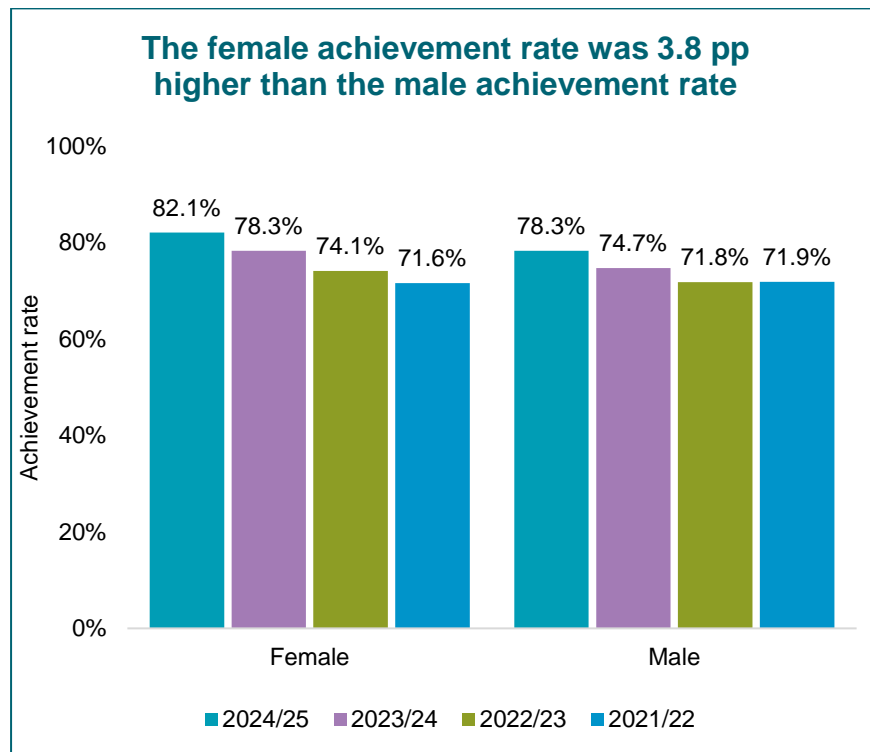
13 out of 17 occupational groupings had a higher achievement rate this year compared to last year. Notable increases include Financial Services (+8.6 pp), Automotive (+5.6 pp) and Retail and Customer Service (+5.2 pp).

The Construction & Related occupational grouping has historically had some of the highest achievement rates including a high achievement rate pre-pandemic. In 2024/25, the Construction & Related grouping had an achievement rate of 78.4%, 5.5 pp higher than last year.

## Achievements by gender

In 2024/25, the female achievement rate was 82.1%, 3.8 pp higher than the male achievement rate of 78.3%, and 2.3 pp higher than the overall achievement rate (79.8%). The achievement rate gap widened by 0.2 pp relative to last year.

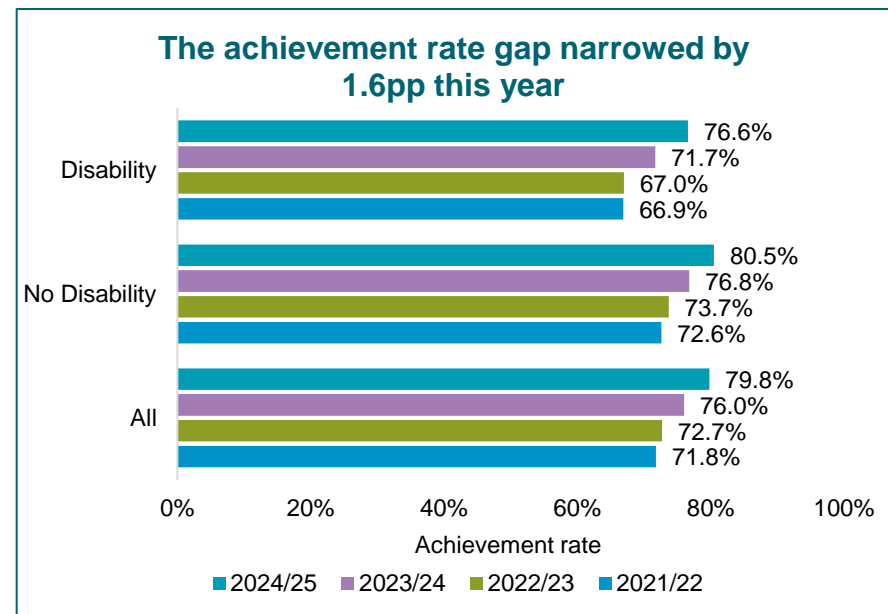
**Figure 38: Modern Apprenticeship achievement rate by gender, 2021/22 to 2024/25**



## Achievements by disability

In 2024/25, the achievement rate of disabled MAs was 76.6%, compared to an overall achievement rate of 79.8%, and 80.5% for MAs who were not disabled. The achievement rate for disabled MAs increased by 4.9 pp compared to last year and the achievement rate for non-disabled MAs increased by 3.7 pp, narrowing the achievement gap from 5.1% to 3.9%.

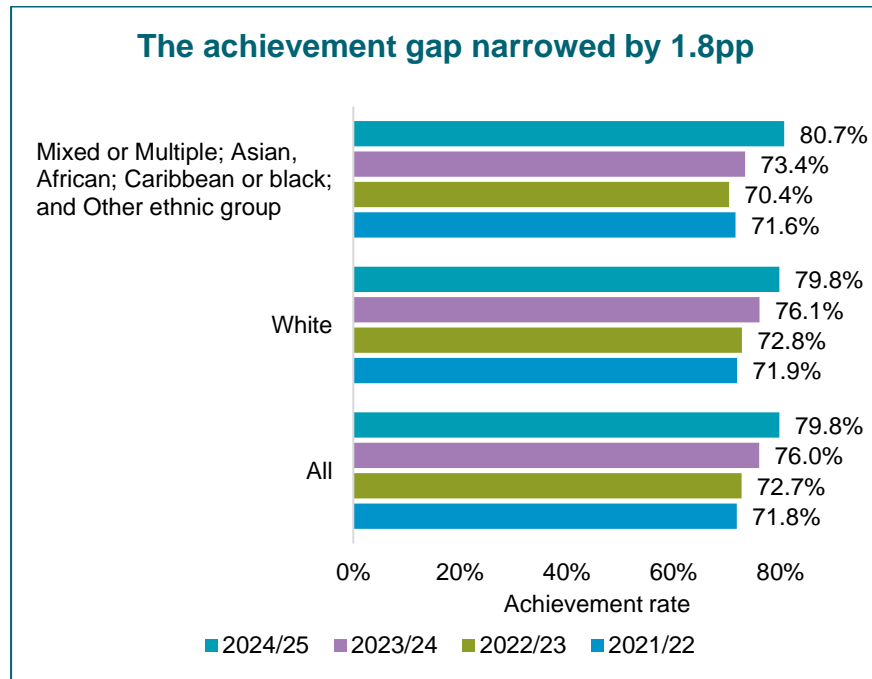
**Figure 39: Modern Apprenticeship achievement rate by disability, 2021/22 to 2024/25**



## Achievements by ethnicity

The achievement rate of MAs who self-identified as being from a Mixed or multiple; Asian; African; Caribbean or black; and Other ethnic group was 80.7% compared to 79.8% for those who self-identified as 'white', and an achievement rate of 79.8% overall. The achievement rate gap narrowed from 2.7% to 0.9%.

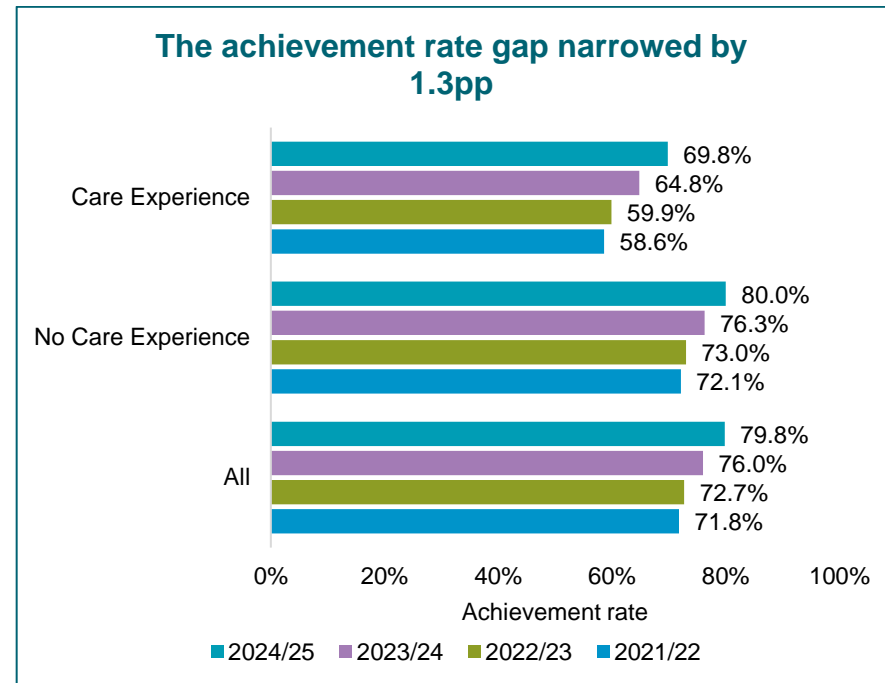
**Figure 40: Modern Apprenticeship achievement rate by ethnicity, 2021/22 to 2024/25**



## Achievements by Care Experience

In 2024/25, the achievement rate for Care Experienced Modern Apprentices was 69.8%, 5.0 pp higher than last year. MAs with no Care Experience had an achievement rate of 80.0%, 3.7 pp higher than last year. The achievement rate gap narrowed by 1.3 pp from 11.5% to 10.2% relative to last year.

**Figure 41: Modern Apprenticeship achievement rate by Care Experience, 2021/22 to 2024/25**



The achievement rate for Care Experienced MAs reflects a similar trend to other sources such as Education Outcomes for Looked After Children.<sup>33</sup> This also shows that looked after young people in Scotland tend to have poorer outcomes including lower attainment and fewer securing positive destinations. In a recently published [Work-based Learning Integrated Equality Impact Assessment](#) we outlined actions SDS are taking to improve the achievement rate gap (where there is one) for Care Experienced apprentices.

## 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 2024/25, Inverclyde had the highest achievement rate at 84.9% (5.1 pp higher than the overall achievement rate).

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

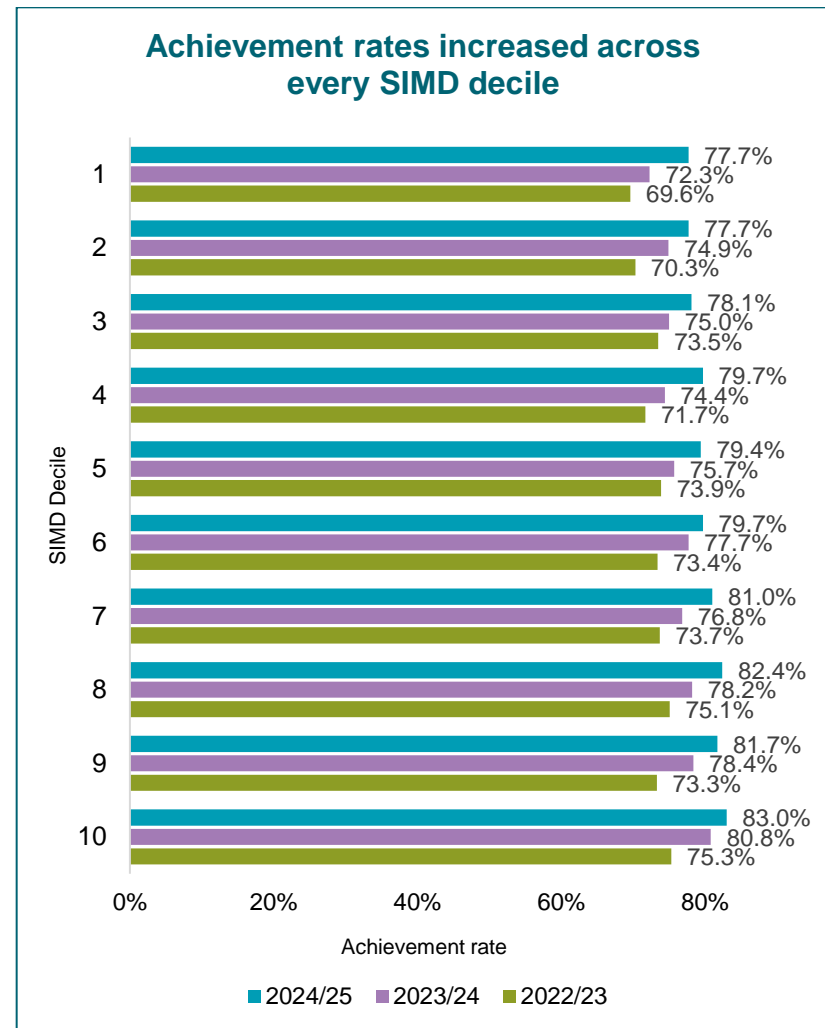
## Achievements by SIMD

Figure 42 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 2024/25 was 77.7%, 5.4 pp higher than last year and 2.1 pp lower than the overall achievement rate (79.8%).

The achievement rate gap between those residing in the least deprived and most deprived areas was 5.3% in 2024/25. Since 2020/21, the achievement rate gap has narrowed from 8.0% to 5.3%, a decrease of 2.7 pp.

**Figure 42: Modern Apprenticeship achievement rate by SIMD decile, 2022/23 to 2024/25**



## 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.

This will be the third year we have published intersectional data on Modern Apprentices after introducing this section in the 2022/23 year-end report. 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 with other protected characteristics to produce the greatest

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<sup>34</sup> 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.

inequalities. In this report we use the Scottish Index of Multiple Deprivation (SIMD) as a proxy for poverty.<sup>34</sup> In 2024/25, 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 77.7%.<sup>35</sup> This was lower if those individuals were also male (76.2%), disabled (76.0%), or Care Experienced (71.4%).

Outcomes for Care Experienced young people tend to be poorer in comparison to other groups. The achievement rate for Care Experienced apprentices was 69.8% this year, 10.2 pp lower than MAs with no Care Experience (80.0%). The rate was lower again for those who were also male (66.3%).

Outcomes for disabled people tend to be poorer than non-disabled people. This year, the achievement rate for MAs with a disability was 76.6%, 3.9 pp lower than those who did not have a disability (80.5%). The achievement rate was

<sup>35</sup> The achievement rate was 82.2% for MAs residing in the 20% least deprived areas (quintile 5).

lower for apprentices who were also minority ethnic (75.0%), male (74.2%), or Care Experienced (70.1%).

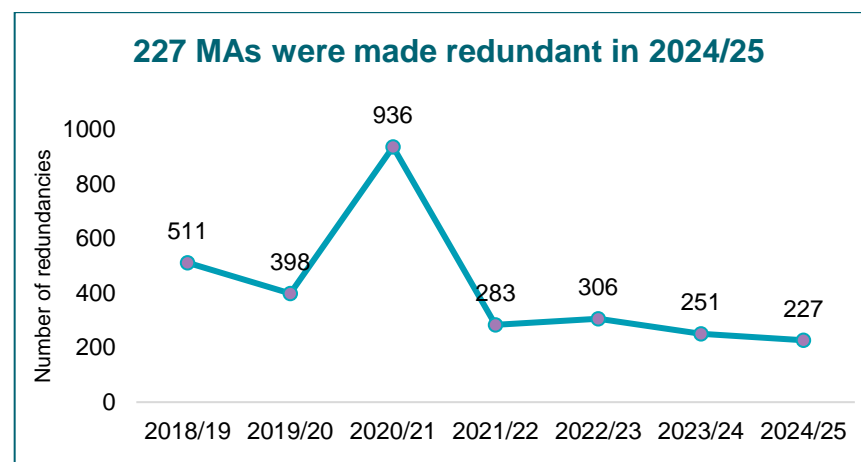
These examples clearly demonstrate more work is required to support people and businesses. Skills Development Scotland is working with partners across the skills and education landscape towards this goal. Our latest [SDS Equality and Diversity Mainstreaming Report](#), published in April 2025 highlights some of the work that we are 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 continue to include this section in every year-end MA report going forward.

## Modern Apprenticeship Redundancies

In 2024/25, 227 Modern Apprentices were made redundant, 24 fewer than last year. 78 individuals continued a Modern Apprenticeship with an alternative employer.

**Figure 43: Modern Apprenticeship redundancies, 2018/19 to 2024/25**



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.<sup>36</sup>

<sup>36</sup> Note that not all apprentices accept the offer of support.

## Further Information

This report provides analysis of publicly funded Modern Apprenticeship activity for the 2024/25 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](#). We recommend the guidance is read prior to any further analysis.

The impact of Covid-19 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, individuals can record their gender as ‘female’, ‘male’, ‘prefer not to say’, or ‘in another way’.

## 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.

## 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 [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. Since 1<sup>st</sup> April 2023, all MA progressions are included as new starts. 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. As frameworks typically vary in duration it is important to note that this is not cohort data. For more information 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](mailto:user_feedback@sds.co.uk).

## Appendices

### Appendix A – SCQF Framework<sup>37</sup>

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				

<sup>37</sup> Scottish Credit and Qualifications Framework: [The SCQF Interactive Framework](#)

## Appendix B – Government Priority Occupational Areas

For further analysis of government priority occupational areas, the following groups have been established. IT & Other Services has been broken down into two distinct groupings. Sport, Health & Social Care has been broken down into three distinct groupings.

### Other Services

- Career Development
- Community Development
- Facilities Management
- Facilities Services
- Firefighting
- Housing
- Occupational Health & Safety Practice
- Occupational Health & Safety Practice Technical Apprenticeship
- Paralegal Practice
- Policing
- Procurement
- Providing Security Officer Services
- Regulatory Services
- Sustainable Resource Management
- Youth Work

### Other Services – IT and Digital

- Data Analytics Technical Apprenticeship
- Digital Applications
- Digital Marketing
- Digital Technology
- Digital Technology Technical Apprenticeship
- Information Security
- Information Security Technical Apprenticeship
- IT and Telecommunications
- IT and Telecommunications Technical Apprenticeship

### Sport, Health and Social Care - Children & Young People

- Care Services Leadership and Management
- Social Services (Children and Young People)
- Social Services (Children and Young People) Technical Apprenticeship

### Sport, Health and Social Care – Healthcare

- Dental Nursing
- Healthcare Support
- Optical Practice Support
- Pharmacy Services
- Pharmacy Services Technical Apprenticeship
- Social Services and Healthcare
- Social Services and Healthcare Technical Apprenticeship

### Sport, Health and Social Care – Sport

- Achieving Excellence in Sports Performance
- Active Leisure, Learning and Wellbeing

### Starts by government priority occupational areas

For this new section of the report, we have redefined some occupational groupings as ‘government priority occupational areas’ to undertake further analysis of Modern Apprenticeship starts in key areas and provide additional insight into groupings which ordinarily contain a wide range of frameworks, e.g. IT & Other Services and Sport, Health and Social Care. Details of the frameworks that fit into each of these priority groupings can be found in Appendix B.

**Figure 44: Modern Apprenticeship starts by priority grouping (Other Services), 2022/23 to 2024/25**

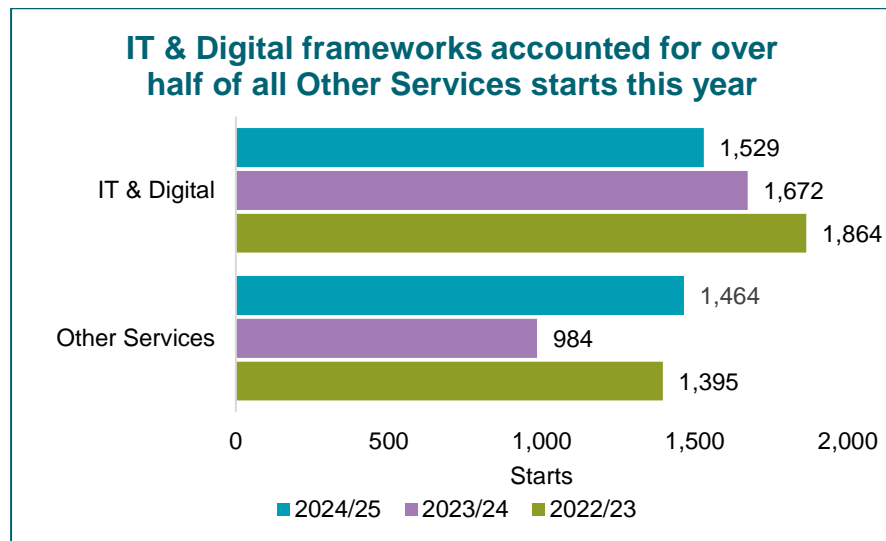


Figure 44 shows a breakdown of the IT & Other Services occupational grouping by priority areas i.e. IT and Digital and all Other Services.

In 2024/25, starts to IT and Digital frameworks accounted for over half (51.1%) of all starts in the Other Services grouping, 11.9 pp lower than last year.

**Figure 45: Modern Apprenticeship starts by priority grouping (Sport, Health and Social Care), 2022/23 to 2024/25**

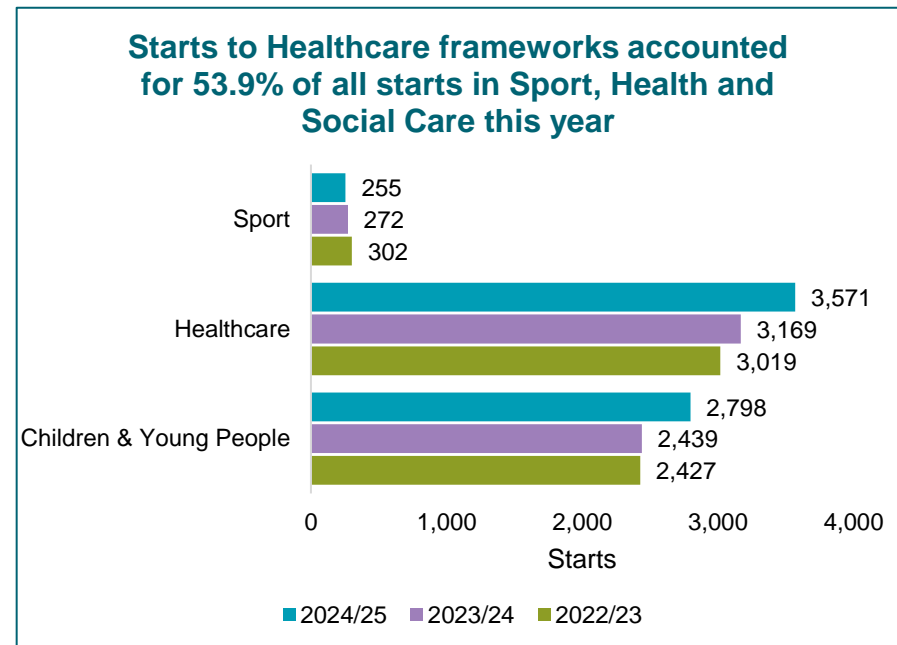


Figure 45 shows a breakdown of the Sport, Health and Social Care occupational grouping by priority areas i.e. Sport, Healthcare, and Children and Young People.

In 2024/25, starts to Healthcare frameworks accounted for over half (53.9%) of all starts in the Sport, Health, and Social Care grouping, unchanged from last year. Children and Young People frameworks accounted for 42.2% of starts and Sport accounted for 3.8%, +0.8 pp and -0.8 pp relative to last year, respectively.

## Appendix C – STEM Framework List

Agriculture  
Aquaculture  
Automotive  
Biotechnology  
Bus and Coach Engineering Maintenance  
Construction  
Construction (Civil Engineering & Specialist Sector)  
Construction (Craft Operations)  
Construction (Technical Operations)  
Construction: Building  
Construction: Civil Engineering  
Construction: Professional Apprenticeship  
Construction: Specialist  
Construction: Technical  
Construction: Technical Apprenticeship  
Creative and Digital Media  
Data Analytics Technical Apprenticeship  
Dental Nursing  
Digital Applications  
Digital Technology  
Digital Technology Technical Apprenticeship  
Domestic Plumbing & Heating  
Electrical Installation  
Electronic Security Systems  
Electrotechnical Services  
Engineering  
Engineering & Digital Manufacturing Technical Apprenticeship  
**Engineering Asset Lifecycle and Maintenance**  
Engineering Construction  
**Engineering Manufacturing and Fabrication**  
Equine  
Gas Heating & Energy Efficiency  
Gas Engineering  
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  
Life Sciences and Related Science Industries Technical Apprenticeship  
Network Construction Operations (Gas)  
Oil and Gas Extraction  
Pharmacy Services  
Pharmacy Services Technical Apprenticeship  
Plumbing  
Plumbing and Heating  
Polymer Processing  
Power Distribution  
Process Manufacturing  
Rail Engineering  
Rail Transport Engineering  
Scientific, Technical and Formulation Processing  
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

Do you have a 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

If you selected 'Yes', please **select all** those on the list that apply (list of examples are not exhaustive).

You have a social/communication difficulty such as a speech and language disability 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 disability uncorrected by glasses.	<input type="checkbox"/>
You are deaf or have partial hearing loss.	<input type="checkbox"/>
You have a physical disability or mobility issues, such as difficulty using your arms or using a wheelchair or crutches.	<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 long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, asthma, or epilepsy.	<input type="checkbox"/>
You have a disability, health condition, or medical condition that is not listed above. Please state:	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>