

Modern Apprenticeship Statistics

Financial Year 2025/26 [1st April 2025 – 31st March 2026]

Official Statistics published on 26th May 2026

Version	Published	Amendment
1	26/05/2026	Original Publication

Contact: Rowena McConkey

Job Title: Performance Reporting and Statistics Manager

Email: rowena.mcconkey@sds.co.uk

Contact: Ellis Cunningham

Job Title: MI & Data Analyst

Email: ellis.cunningham@sds.co.uk

Making skills work for Scotland

Contents

User Information.....	4
About our Statistics.....	4
Quality Assurance	4
Limitations	4
Introduction	5
Modern Apprenticeship Starts	7
Starts by age	7
Starts by level.....	8
Starts by occupational grouping.....	9
Starts to STEM frameworks.....	11
Starts by gender	12
Starts by disability	14
Starts by ethnicity	17
Starts by Care Experience.....	20
Starts by local authority	22
Starts by SIMD	23
Time in employment before starting MA	24
Modern Apprenticeship In Training.....	25
In Training by age.....	25
In Training by level	25

In Training by occupational grouping	26
Modern Apprentices and local employment	28
Modern Apprenticeship Achievements	29
Achievements by age	29
Achievements by level	30
Achievements by occupational grouping.....	31
Achievements by gender	33
Achievements by disability.....	33
Achievements by ethnicity	34
Achievements by Care Experience.....	34
Achievements by local authority	35
Achievements by SIMD	36
Achievements and intersectionality.....	37
Modern Apprenticeship Redundancies	38
Further Information.....	39
Note to Readers	39
Appendix A – Focus on occupational groupings	43
Appendix B – Frameworks within IT & Other Services / Sport Health & Social Care	45
Appendix C – STEM Framework List.....	46
Appendix D – Disability Monitoring Question	47
Appendix E – SCQF Framework.....	48

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 2025/26 (1st April 2025 to 31st March 2026) 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, or share your views by completing our [User Engagement survey](#), which helps to inform the way we develop our future statistical releases.

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

Scotland's Modern Apprenticeship system is firmly anchored in the c. 12,000 businesses¹ – over 90% of them SMEs – who invest in developing the workforce of the future. Challenging economic conditions, exacerbated by ongoing global disruption, rising business costs and low business confidence had significant impact on overall recruitment levels in 2025/26.

In this context, new start Modern Apprenticeships held up incredibly well at c.24,849. Throughout the year, SDS worked intensively with partners to maximise new start opportunities via a flexible MA allocation strategy, targeted marketing, and coordinated employer and provider engagement, resulting in more than a 25% uplift in Quarter 4 starts relative to Quarter 3.

MA achievement rates are at an all-time high this year at over 80%, demonstrating the commitment of learning providers, employers and those undertaking an MA, recognising the value that the full qualification brings.

Looking ahead, labour market projections show sustained long-term demand for skilled workers, with an estimated 1.3 million² needed in the next decade to replace those moving into retirement and up to £230bn³ of planned investment. In the short term, rising business costs and weakened confidence, especially among SMEs, are expected to reduce recruitment, particularly for younger people⁴.

In that context, we expect the need to continue intensive work to stimulate demand in the year ahead. As ever, SDS will continue to work closely with the Scottish Government throughout 2026/27 to maximise delivery of high-quality apprenticeships that grow the young workforce and support economic growth, including through its review of Modern Apprenticeship contribution rates, which began in April 2026.

¹ SDS FIPS

² [Skills Development Scotland: Scotland's Labour Market Drivers \(October 2025\)](#)

³ [Post-School Education and Skills Reform: Consultation on legislation \(September 2024\)](#)

⁴ [Skills Development Scotland: Economy and Fair Work Committee Evidence Submission \(March 2025\)](#)

Key Results

24,849 Modern Apprenticeship starts in 2025/26

Figure 1: Modern Apprenticeship starts by equality group, 2025/26

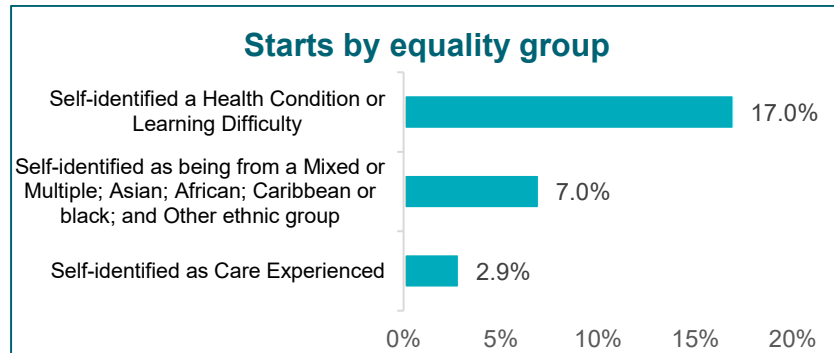


Figure 2: Modern Apprenticeship starts by gender, 2025/26

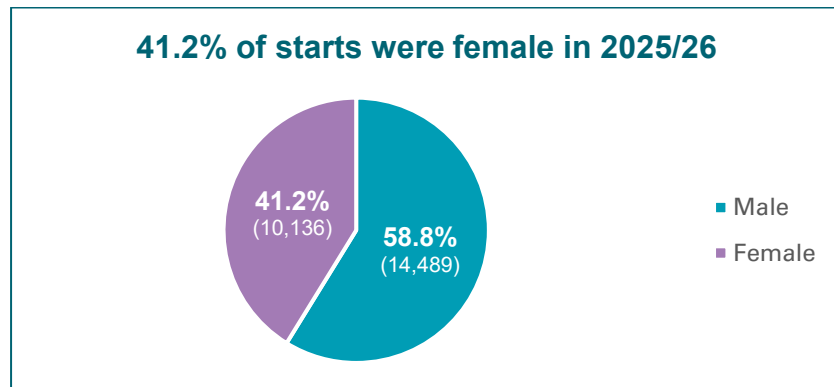
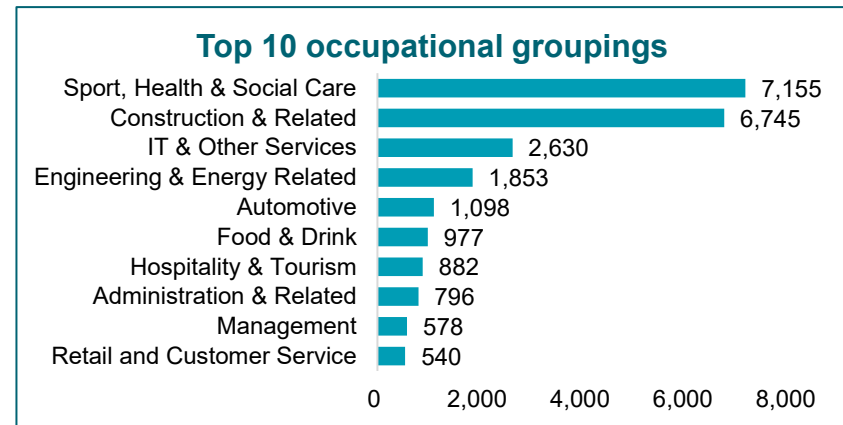


Figure 3: Modern Apprenticeship starts by occupational grouping, 2025/26⁵



82.7% of starts were at SCQF Level 6+

The achievement rate was **80.3%**, the highest recorded at Q4 to date

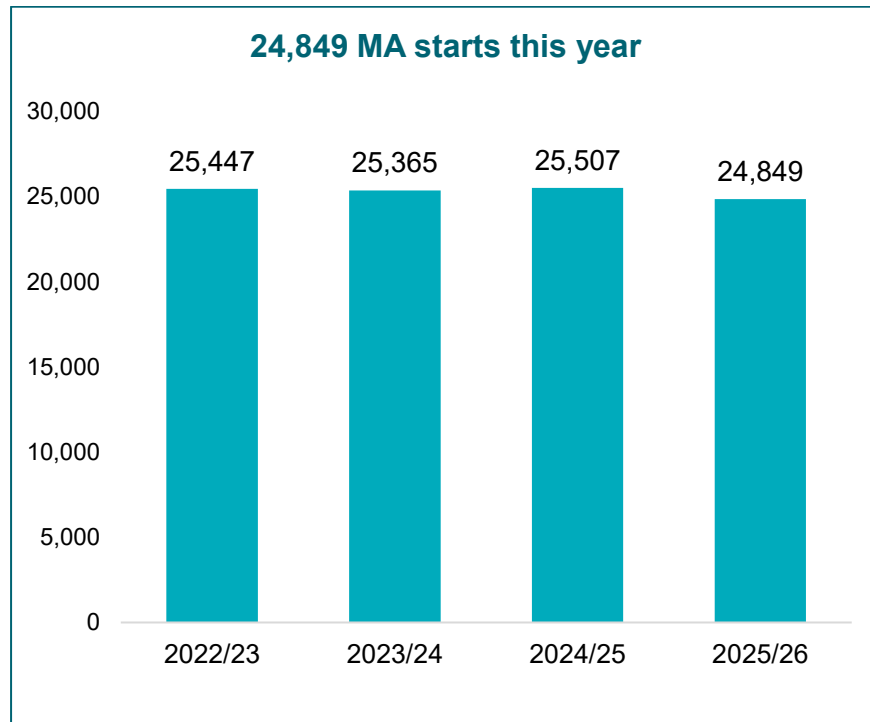
This year, SDS has supported over **64,000** MAs (those in training + leavers during the year)

⁵ Note that 'Sport' makes up a very small proportion of the Sport, Health & Social Care occupational grouping (c. 3% of start volume).

Modern Apprenticeship Starts

There were 24,849 Modern Apprenticeship starts in 2025/26, 2.6% (-658) lower than last year.

Figure 4: Number of Modern Apprenticeship starts, 2022/23 to 2025/26



Starts by age

Figure 5: Number of Modern Apprenticeship starts by age group, 2025/26

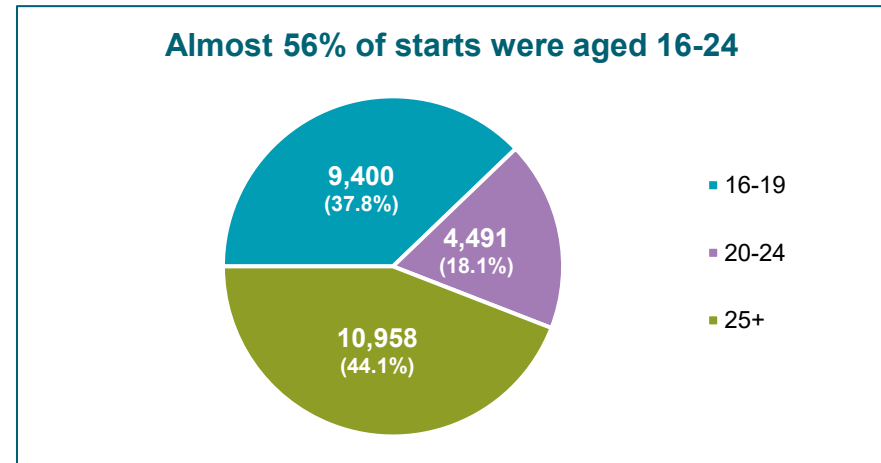


Figure 5 shows the number of starts by age group in 2025/26. In line with policy priority, most MA starts were aged 16-24 (55.9% or 13,891) and 44.1% were aged 25+. The proportion of 16-19 year old starts has remained reasonably static over the last 5 years with a slight fall in 20-24s and a rise in uptake for those aged 25+ (+2.1 pp relative to 2021/22).

Figure 6: Modern Apprenticeship starts by age group, 2019/20 to 2025/26

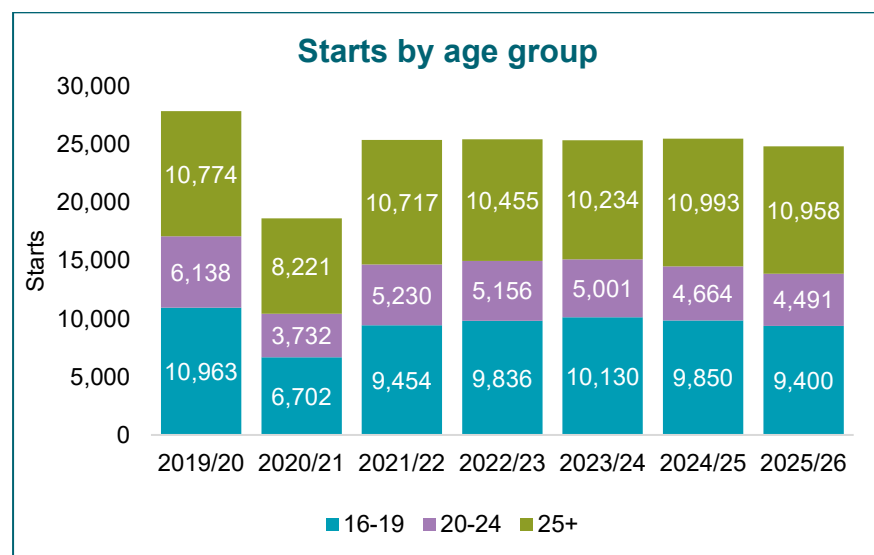
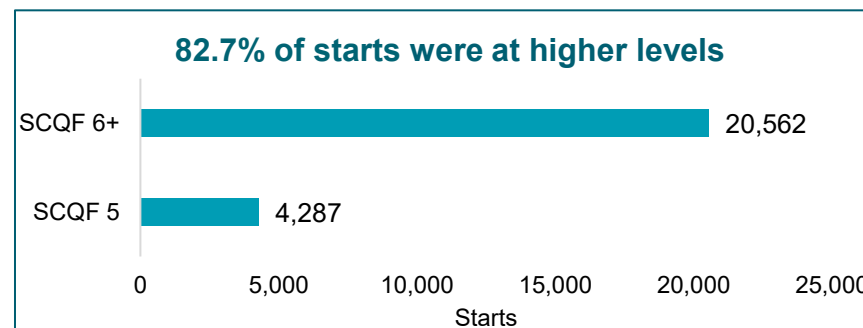


Figure 6 shows the number of starts by age group over the past seven years. In 2025/26 there was a decrease in starts across all age groups; for those aged 16-19 (-4.6%) and aged 20-24 (-3.7%), and for those aged 25+ (-0.3%).⁶

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

Starts by level

Figure 7: Number of Modern Apprenticeship starts by SCQF level, 2025/26



In line with the Scottish Government's continued policy focus on higher level apprenticeships, in 2025/26 the majority of starts (82.7%) were at SCQF level 6 or above.

Table 1: Modern Apprenticeship starts by SCQF level, 2022/23 to 2025/26

SCQF	2022/23	2023/24	2024/25	2025/26
Level 6+	80.9%	82.9%	84.0%	82.7%
Level 5	19.1%	17.1%	16.0%	17.3%
Total	100.0%	100.0%	100.0%	100.0%

Figure 8: Distribution of Modern Apprenticeship starts by SCQF level, 2022/23 to 2025/26

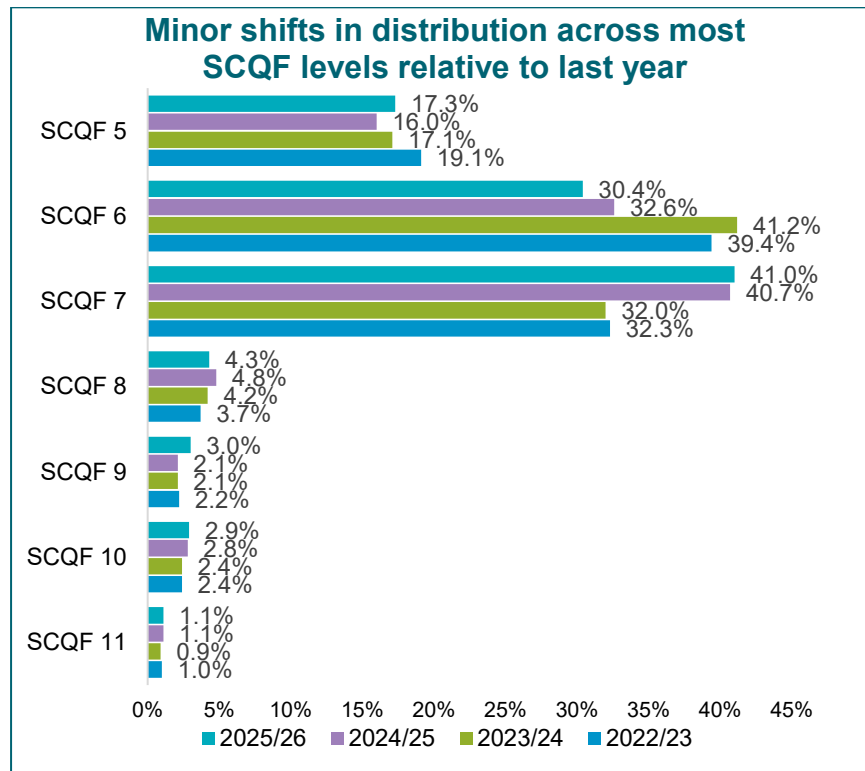


Figure 8 shows the distribution of Modern Apprenticeship starts by SCQF level. There were small increases to starts in SCQF 5, driven mainly by increased uptake in Construction frameworks, and SCQF 9 with increased uptake in Social

⁷ Note that 'Sport' makes up a very small proportion of the Sport, Health & Social Care occupational grouping (c. 3% of start volume).

Services Technical Apprenticeships. In general, distribution over the last two years has shifted in favour of SCQF 7, which now accounts for the greatest proportion of MA starts, driven by higher volumes of starts on Health and Social Care and Civil Engineering frameworks. Table 2.1 within the [Supplementary Tables](#) details the number of Modern Apprenticeship starts by framework.

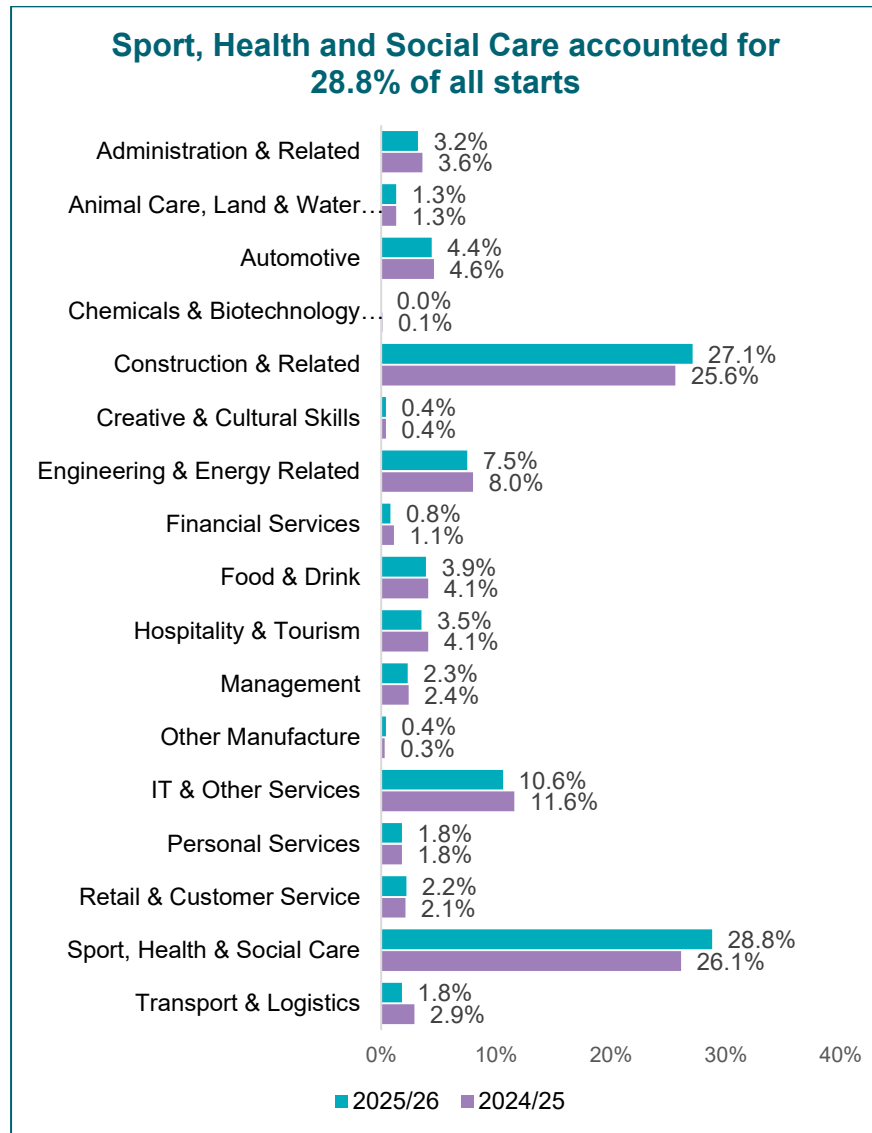
Starts by occupational grouping

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 (28.8%)⁷**
2. **Construction & Related (27.1%)**
3. **IT & Other Services (10.6%)**

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

Figure 9: Distribution of Modern Apprenticeship starts by occupational grouping, 2024/25 to 2025/26



The Sport, Health, and Social Care grouping had the highest proportion of total MA starts this year at 28.8%, 2.7 pp higher than last year. The volume of starts to this grouping also increased by 7.4% (+494) relative to last year, mainly driven by increased starts in Social Services frameworks. Please see Appendices A and B for further analysis and a breakdown of the Sport, Health and Social Care grouping.

The Construction & Related occupational grouping accounted for 27.1% of starts, 1.6 pp higher than last year. The volume of starts to this grouping also increased by 3.4% (+219 starts). The *Construction: Civil Engineering* framework saw a 22.6% increase in starts (+287) compared to last year.

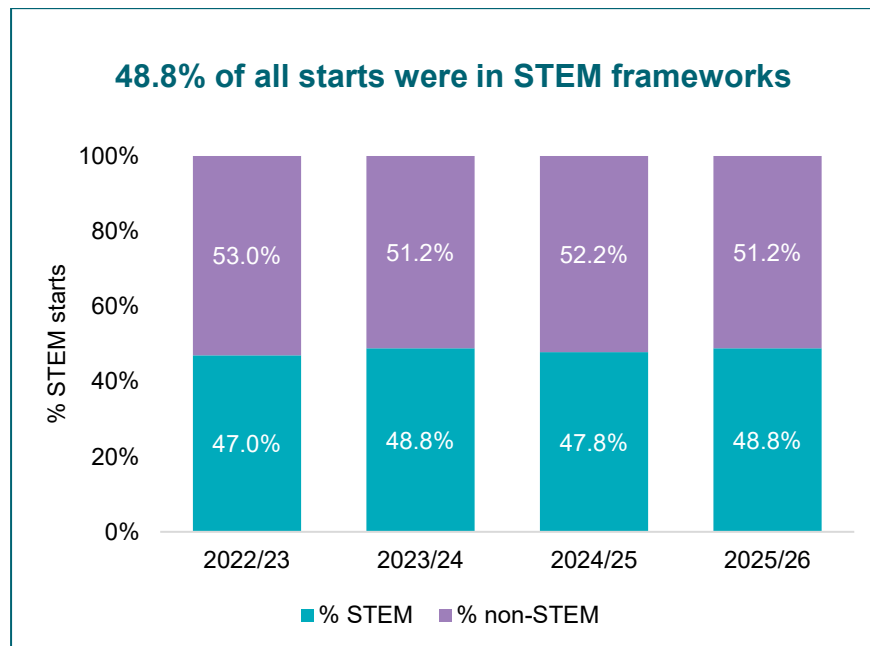
IT & Other Services had the third highest proportion of starts at 10.6%, 1.0 pp lower than last year. The volume of starts to IT and Digital frameworks accounted for over half (57.5%) of all starts in the Other Services grouping. Please see Appendices A and B for further analysis and a breakdown of the IT & Other Services grouping.

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 48.8% of Modern Apprenticeship starts in 2025/26, 1.0 pp higher than last year.

Figure 10: Modern Apprenticeship starts in STEM frameworks, 2022/23 to 2025/26

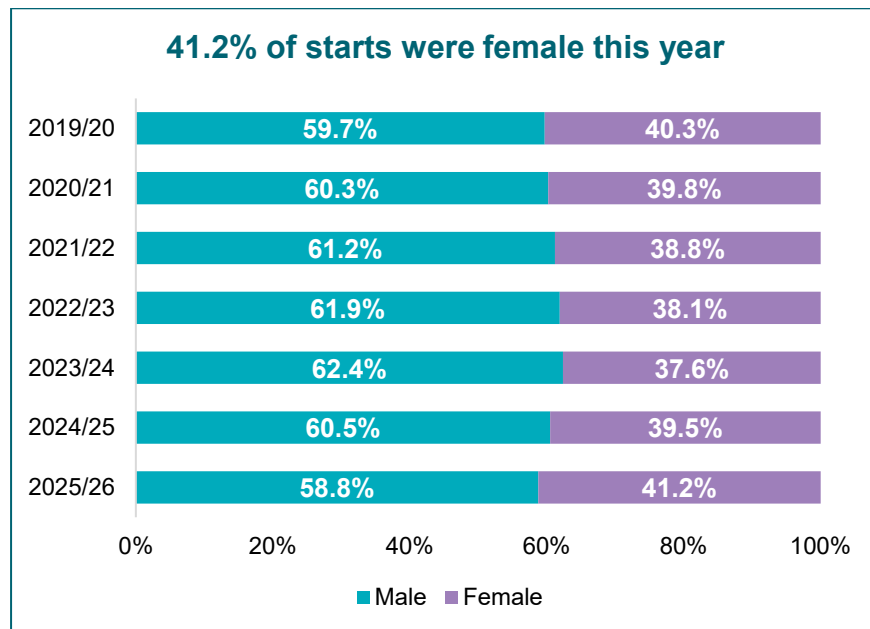


45.2% of all STEM starts were aged 16-19 (61.3% were aged 16-24) and 81.7% of STEM starts were at SCQF level 6 or higher. Female representation in STEM frameworks was 14.3% (1,736 starts) this year, 0.9 pp higher than last year.

Starts by gender

Female starts accounted for **41.2%** of all starts this year, 1.7 pp higher than last year.⁸ 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 494 starts this year, 414 of which were female.

Figure 11: Gender balance of Modern Apprenticeship starts (%), 2019/20 to 2025/26



⁸ As a proportion of Male + Female starts

Figure 11 shows the gender balance across all MA starts over the past seven years with an approximate male to female ratio of 60:40. If Construction & Related frameworks are excluded from calculations the gender balance switches to 55.5% female and 44.5% male in 2025/26.

Figure 12: Modern Apprenticeship starts by gender, 2019/20 to 2025/26

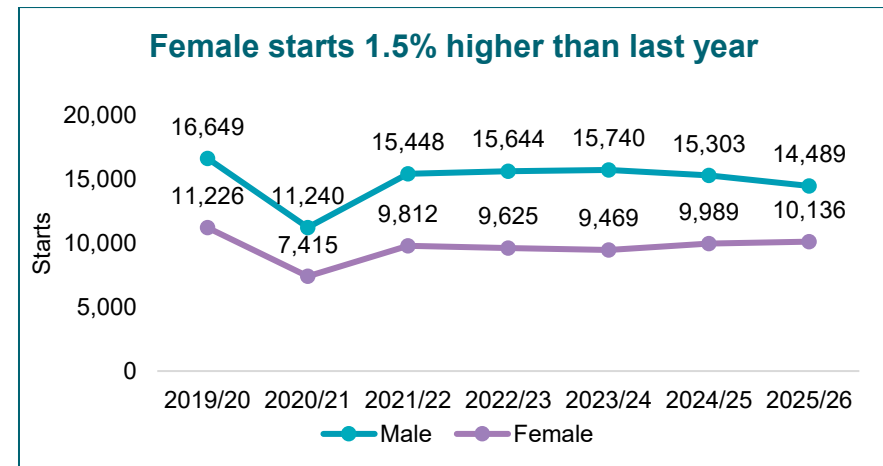


Figure 12 shows the number of female and male starts over the past seven years. In 2025/26, there were 10,136 female starts, 147 more (+1.5%) than last year and 14,489 male starts, 814 fewer (-5.3%) than last year.

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

Gender	MA starts	HEI students ⁹	College students ¹⁰	Employment ^{11,12}
Female	41.2%	56.1%	48.7%	38.1%
Male	58.8%	43.9%	51.3%	61.9%
Total	100.0%	100.0%	100.0%	100.0%

Table 2 provides some context around the gender split across the wider training, education and employment landscape. The data shows that more males undertake Modern Apprenticeships or go into employment, whereas universities attract more females. The most recent SFC data shows that males outnumbered females in college course enrolments in 2024-25 for the first time in the past eight academic sessions.

⁹ [Higher Education Statistics Agency \(2024/25\)](#)

¹⁰ [Scottish Funding Council \(2024/25\)](#)

¹¹ [Skills Development Scotland, APM \(2025\)](#)

Figure 13: Modern Apprenticeship starts by gender and level, 2025/26

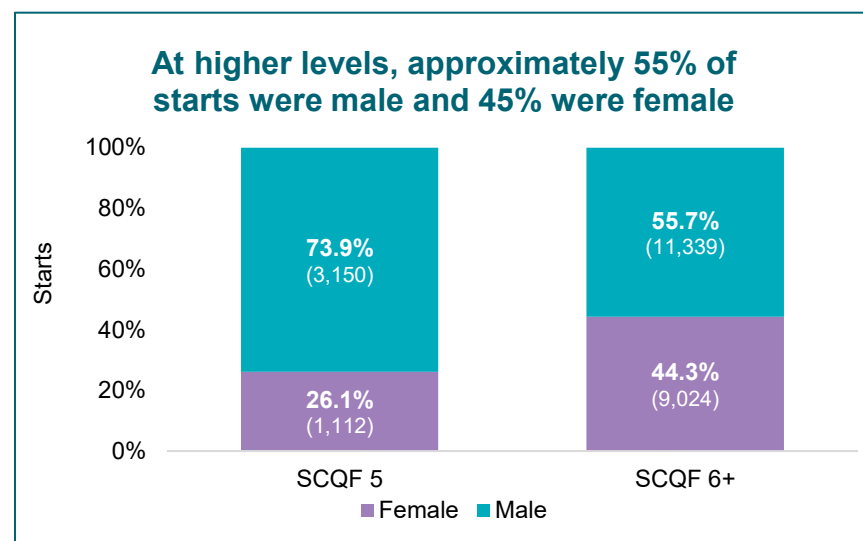


Figure 13 shows the gender balance (male + female starts) in Modern Apprenticeships by level. At higher levels (SCQF 6 or higher), the gender balance is approximately a 55:45 split: 55.7% male and 44.3% female. For apprenticeships at lower levels the gender balance is more of a 75:25 split with 73.9% of males and 26.1% of females. This follows the trend of previous years.

¹² Without training.

In 2025/26, 89.0% of female MAs were working towards frameworks at higher SCQF levels compared to 78.3% of male MAs (10.7 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 2025/26, **17.0%** of starts identified as disabled, 0.3 pp higher than last year.

Figure 14: Number of Modern Apprenticeship starts who self-identified as disabled, 2019/20 to 2025/26

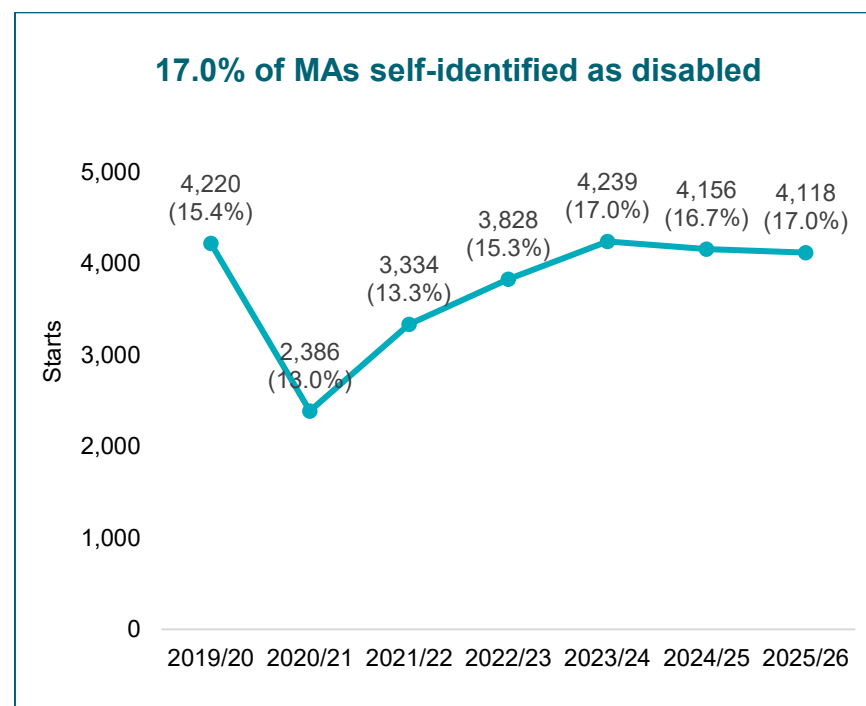
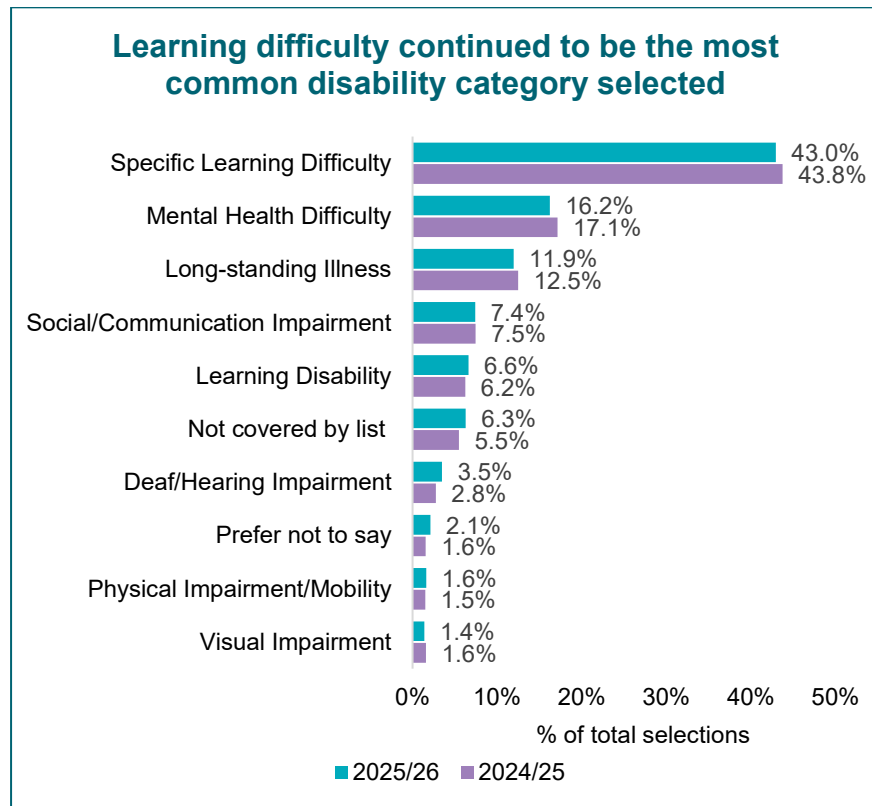


Figure 15: Modern Apprenticeship starts by disability category selection, 2024/25 to 2025/26



As shown in Figure 15, the most common disability categories selected this year were Specific Learning Difficulty and Mental Health Difficulty.¹³ Of all starts who identified a health

¹³ 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, 17.2% selected more than one disability (+1.7 pp relative to last year). Modern Apprenticeship starts by disability category can be found in table 4.4 of the [Supplementary Tables](#).

Figure 16: Modern Apprenticeship starts by disability and age group, 2022/23 to 2025/26

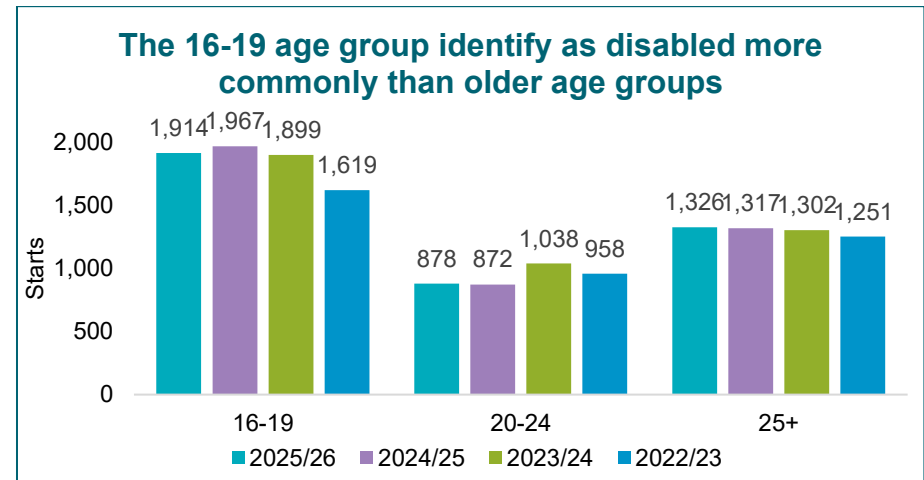
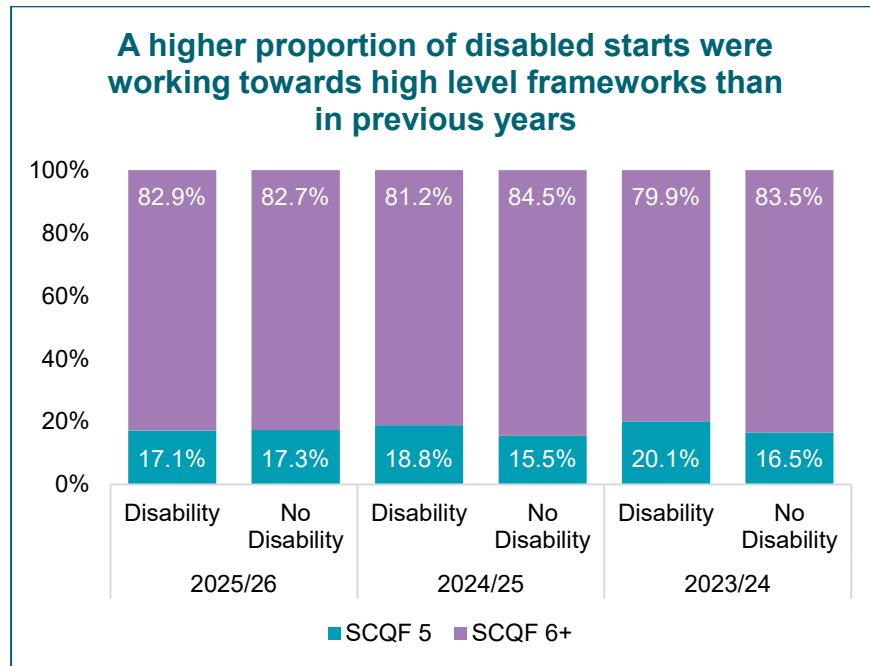


Figure 16 shows disabled MA starts by age group. In 2025/26, 67.8% of starts who self-identified as disabled were aged 16-24, 0.5 pp lower than last year. The remaining 32.2% were aged 25 or over.

Figure 17: Modern Apprenticeship starts by level and disability, 2023/24 to 2025/26



In 2025/26, 82.9% of disabled starts were at SCQF level 6 or above, a higher proportion than in previous years and higher than for those with no disability (82.7%).

Contextual information – Disability

In 2025/26, 17.0% of Modern Apprenticeship starts self-identified as disabled. This is below the proportion of those aged 16-64 in Scotland who are Equality Act core or work-limiting disabled (28.1%).¹⁴ The latest Scottish Health Survey reported that 24% of those aged 16-24 had a limiting long-term condition (30% for those aged 25-34).¹⁵

The latest Annual Participation Measure for 16-19 year olds in Scotland found that individuals with a disability were participating in education, training or employment at a lower rate than those who were not disabled, 89.2% and 93.5%, respectively.¹⁶

¹⁴ Annual Population Survey: Jan 2025-Dec 2025

¹⁵ [Scottish Government: Scottish Health Survey 2024](#)

¹⁶ [Skills Development Scotland: Annual Participation Measure 2025](#)

Starts by ethnicity

In 2025/26, the proportion of starts who self-identified as Mixed or Multiple; Asian; African; Caribbean or black; and Other ethnic group was **7.0%**, the highest ever reported and 1.3 pp higher than last year.

Figure 18: Modern Apprenticeship starts who self-identified as an ethnic minority, 2019/20 to 2025/26

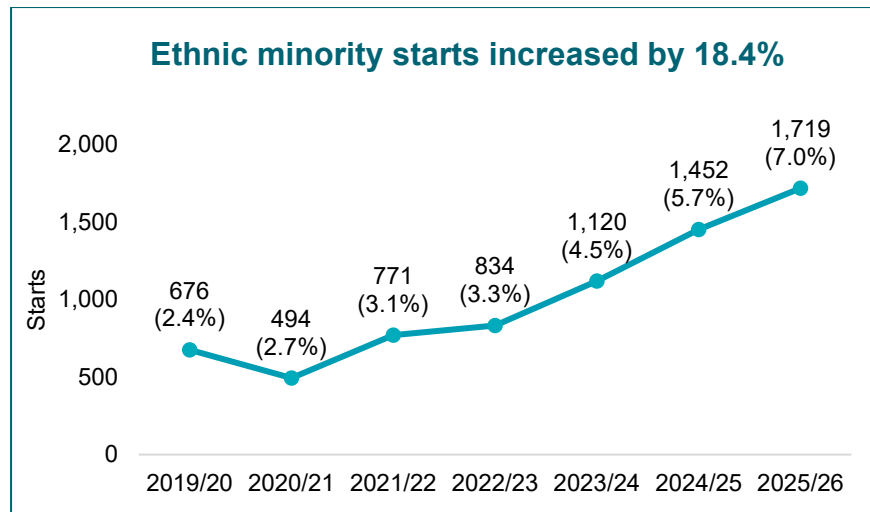


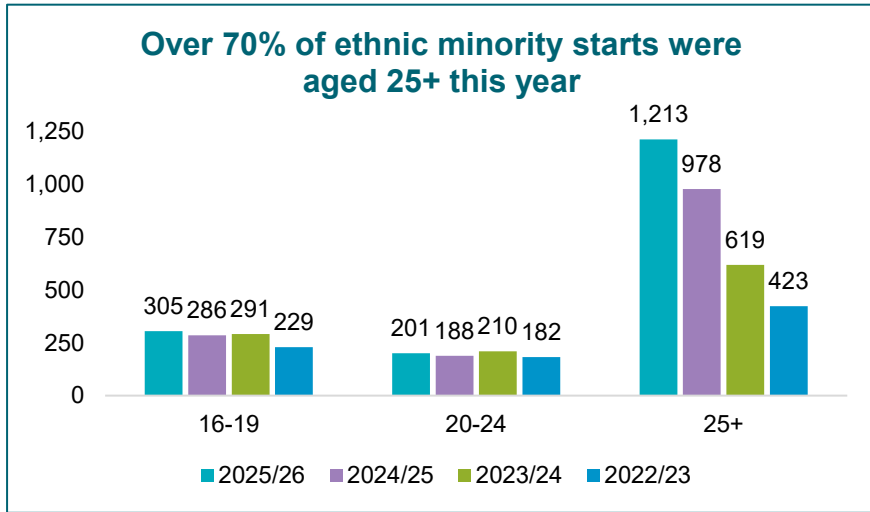
Table 3: Modern Apprenticeship starts by ethnic group, 2025/26¹⁷

Ethnic Group	Starts	% of known
White	22,870	93.0%
African	678	2.8%
Asian	598	2.4%
Mixed ethnic background	166	0.7%
Other ethnic background	157	0.6%
Caribbean or black	120	0.5%
Total Known	24,589	100.0%
Unknown	260	-
Mixed or multiple; Asian; African; Caribbean or black; and Other ethnic group	1,719	7.0%
Total	24,849	100.0%

Table 3 details Modern Apprenticeship starts by ethnic group for 2025/26.

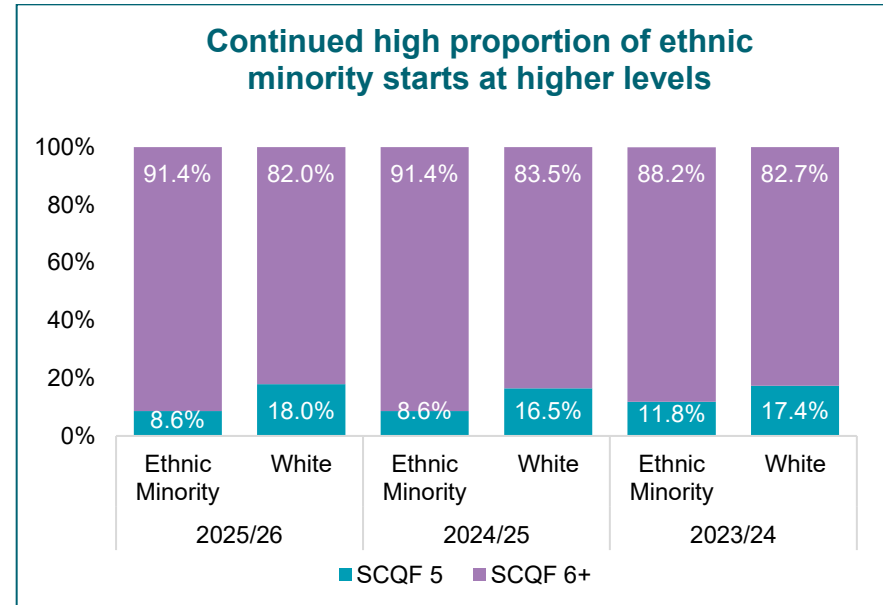
¹⁷ Percentages may not sum to 100% due to rounding.

Figure 193: Modern Apprenticeship starts by ethnicity and age group, 2022/23 to 2025/26



This year we continue to see the increasing trend in the proportion of ethnic minority apprentices starting their apprenticeships at an older age, compared to those with white ethnic backgrounds. In 2025/26, 70.6% of ethnic minority starts were aged 25+ compared to 41.9% of those with white ethnic backgrounds, +3.2 pp and +0.4 pp relative to last year, respectively.

Figure 20: Modern Apprenticeship starts by level and ethnicity, 2023/24 to 2025/26



In 2025/26, a greater proportion of ethnic minority starts were at higher levels, compared to those with a white ethnic background (91.4% and 82.0%, respectively).

Contextual information – Ethnicity

In 2025/26, 7.0% 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 background¹⁸ was 6.2% in 2022.¹⁹ When including apprentices who self-identified as “White other” this was 10.8%.²⁰ The equivalent measure using census data was 11.0%.

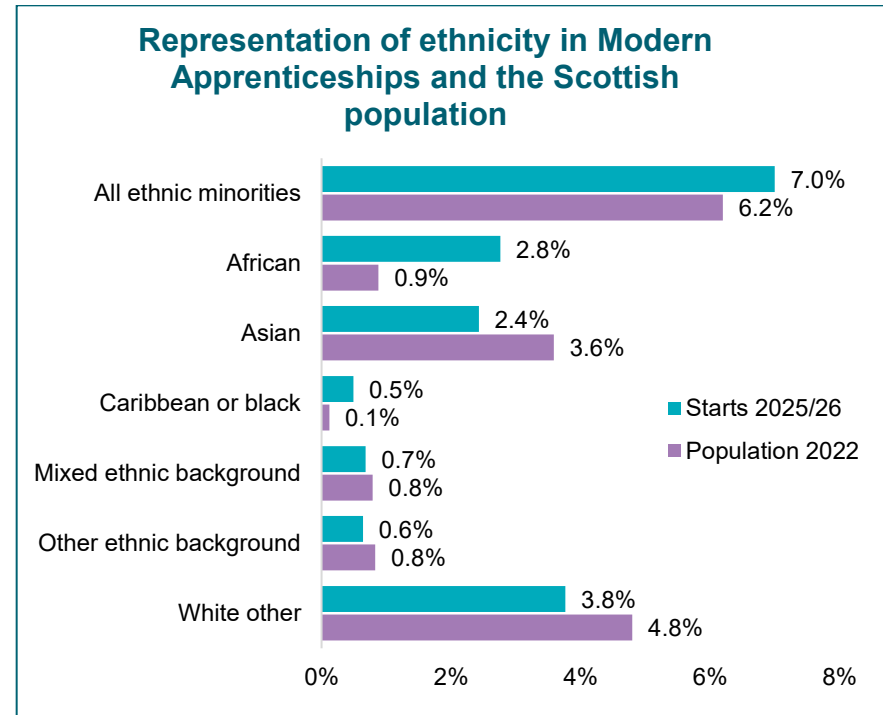
The latest Annual Participation Measure for 16-19 year olds in Scotland reported that there was a higher rate of individuals from ethnic minority groups who participated in higher education, relative to others on leaving school (26.0% and 18.7%, respectively).²¹ This, in part, explains their lower levels 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

¹⁸ 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.

¹⁹ [Scotland's Census \(2022\)](#)

barriers to participation that exist for some minority groups.

Figure 21: Modern Apprenticeship starts by ethnicity, 2025/26 and the Scottish population (16-65+) by ethnicity, 2022



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

²¹ [Skills Development Scotland: Annual Participation Measure 2025](#)

Starts by Care Experience

In 2025/26, the proportion of MAs who self-identified as Care Experienced was **2.9%**, 0.3 pp higher than last year and the highest it has been since we started reporting on this equality group. SDS has worked with learning providers to offer CPD which has contributed to improved data collection and data quality for this group of apprentices.

Figure 22: Modern Apprenticeship starts who self-identified as Care Experienced, 2019/20 to 2025/26

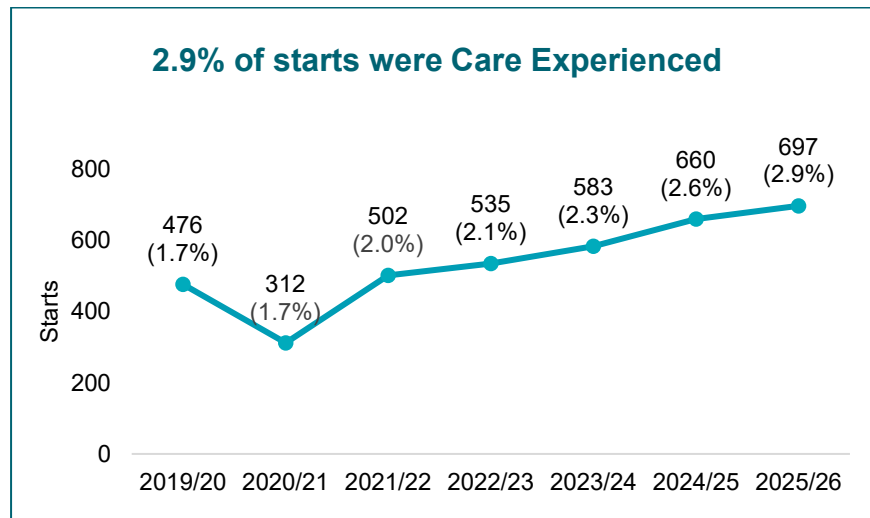


Figure 23: Number of Care Experienced starts by age group, 2022/23 to 2025/26

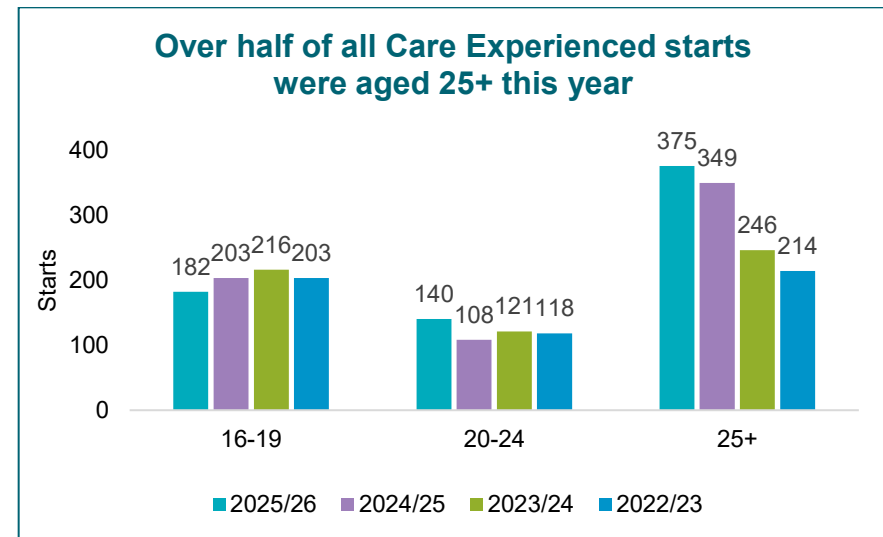


Figure 23 shows that in 2025/26, 26.1% of Care Experienced starts were aged 16-19, 20.1% were aged 20-24, and 53.8% were over 25.

The proportion of MAs who identified as Care Experienced was highest in the 25+ age group (3.4%). 1.9% of starts in the 16-19 age group identified as Care Experienced.

Figure 44: Modern Apprenticeship starts by Care Experience and level, 2023/24 to 2025/26

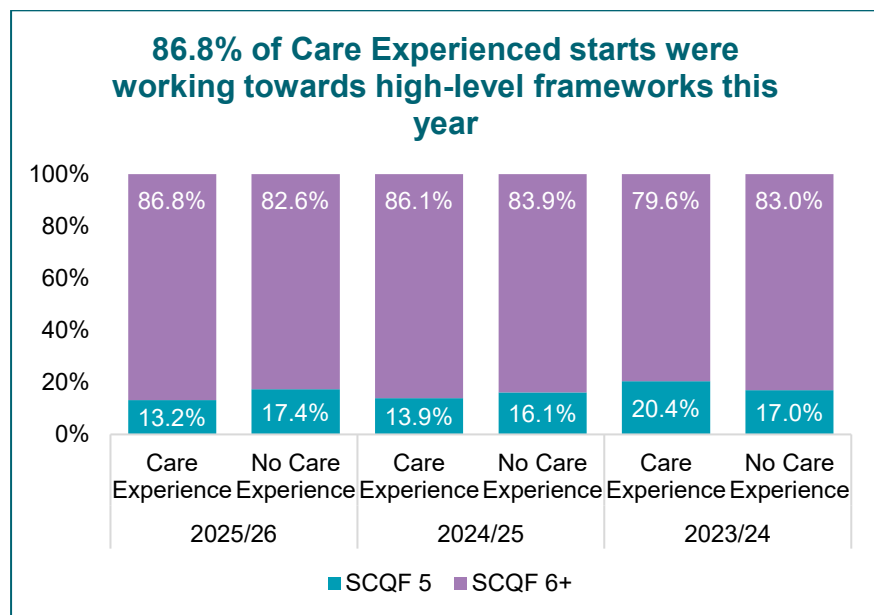


Figure 24 shows Care Experienced starts by SCQF level. In 2025/26, 86.8% of starts who self-identified as Care Experienced were working towards frameworks at higher levels, 0.7 pp higher than last year and 4.2 pp higher than those who were not Care Experienced.

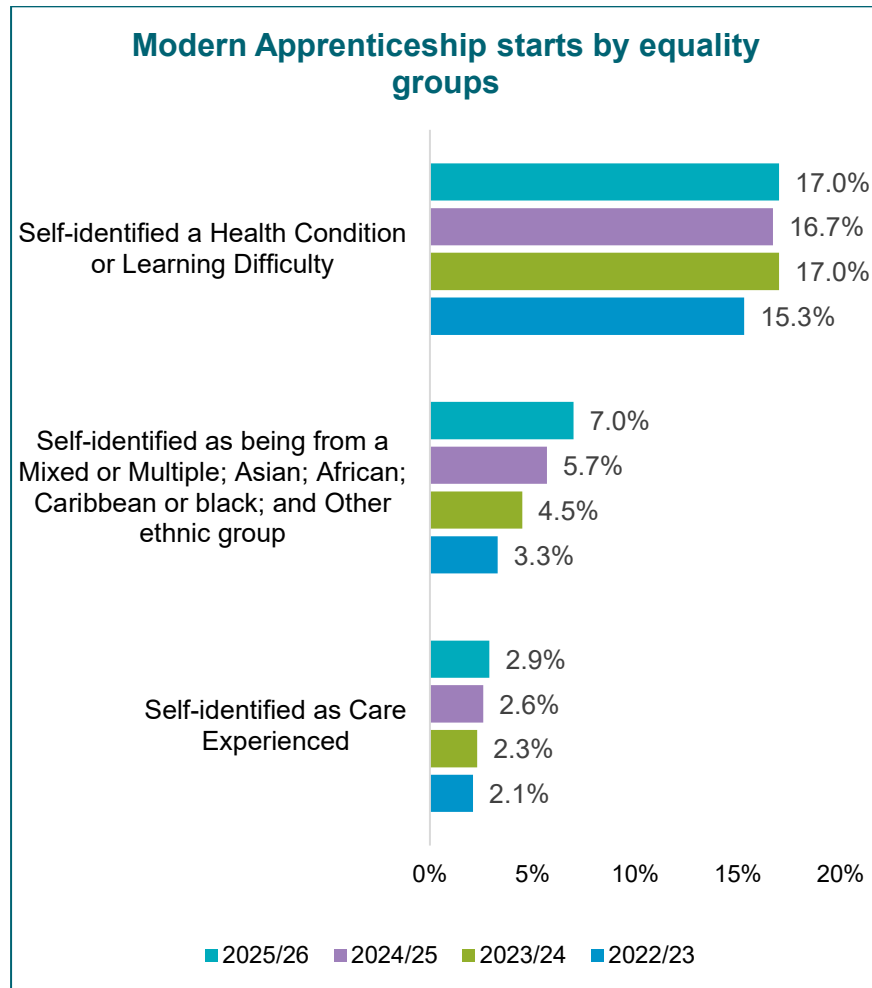
²² This figure is derived from [Children's Social Work Statistics 2024-25](#) using Table 15 and Table 28 of the Additional Tables and [NRS Mid-Year Population Estimates 2024](#) for 16-25 population.

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 1.0% of the 16-25 year old population in Scotland are currently looked after or a care leaver, although this is only an approximation.²²

Figure 25: Modern Apprenticeship starts equality groups summary, 2022/23 to 2025/26



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

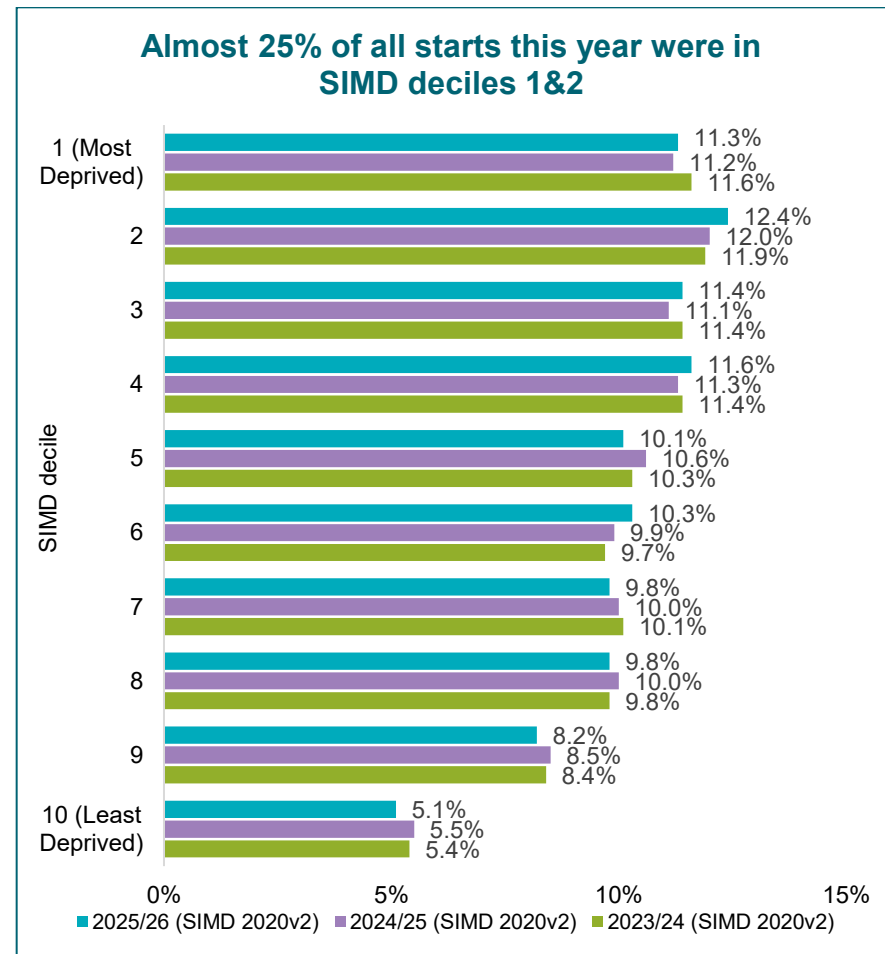
Analysis of Modern Apprenticeship starts by Scottish Index of Multiple Deprivation (SIMD, 2020v2) involved the matching of MA postcodes (based on home address) to SIMD data.

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 (deciles 1 & 2) has decreased from 24.7% to 23.7%, whilst the proportion in the 20% least deprived areas has generally remained the same at 13.3%.²³

In 2025/26, 80.1% of starts from the most deprived areas (decile 1) were at SCQF level 6 or higher, 0.3 pp lower than last year. Comparatively, 87.0% of starts from the least deprived areas (decile 10) were at level 6 or higher, 2.4 pp lower than last year.

²³ 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 26: Modern Apprenticeship starts by SIMD decile, 2023/24 to 2025/26



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.²⁴ In the 20% most deprived areas, 88.8% of 16-19 year olds were participating compared to 97.2% in the 20% least deprived areas, a participation gap of 8.4 pp. In line with this, patterns in uptake for Modern Apprenticeships are also mirrored across FE and HE^{25,26}.

²⁴ [Skills Development Scotland: Annual Participation Measure 2025](#)

²⁵ [Scottish Funding Council: Report on Widening Access 2023/24](#)

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 2024/25 and 2025/26 and the length of time they had been with their current employer prior to commencing their MA.

43.2% of MAs began their training within six months of being with their current employer. 45.5% started after being with their current employer for 13 months or more (0.8 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, 2024/25 to 2025/26

Time in employment	2024/25	% of known	2025/26	% of known
0-6 months	10,513	43.1%	10,315	43.2%
7-9 months	1,397	5.7%	1,335	5.6%
10-12 months	1,570	6.4%	1,353	5.7%
13 months+	10,933	44.8%	10,875	45.5%
Total known	24,413	-	23,878	-
Unknown	1,094	-	971	-

²⁶ [HESA: Student Numbers and Statistics 2024/25](#)

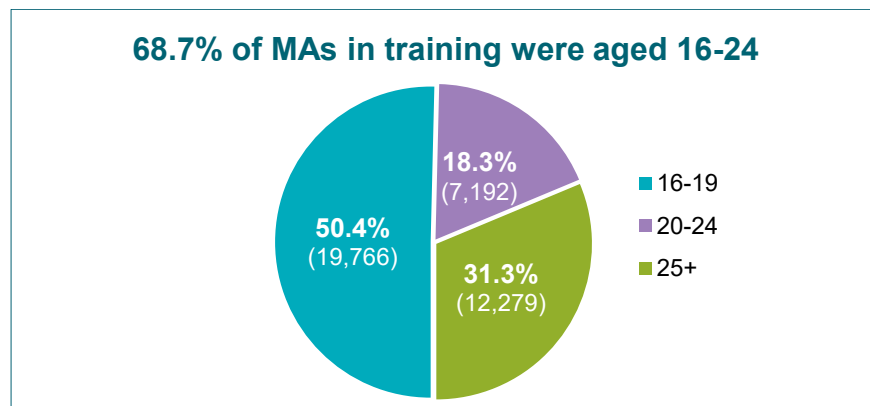
Modern Apprenticeship In Training

The number of Modern Apprentices in training is a snapshot at a point in time – in this case, 31st March 2026. 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 their pace of learning.

As at 31st March 2026, there were **39,237** Modern Apprentices in training, 0.5% (+194) higher than last year.

In Training by age

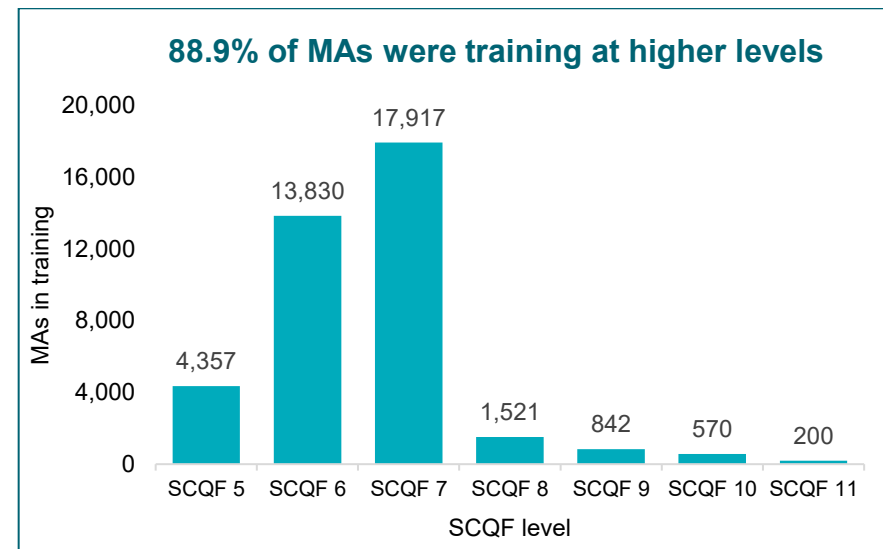
Figure 27: Modern Apprentices in training by age group, 2025/26



In 2025/26, 50.4% of those in training were aged 16-19 (-0.7 pp on last year); 18.3% were aged 20-24 (-0.2 pp); and 31.3% were aged 25 or over (+0.9 pp). Those aged 16-24 accounted for 68.7% (26,958) of MAs in training, 1.0 pp lower than last year.

In Training by level

Figure 28: Modern Apprentices in training by level, 2025/26



In 2025/26, 88.9% (34,880) of Modern Apprentices were working towards a qualification at SCQF level 6 or above, 0.5 pp lower than last year.

Figure 29: Modern Apprentices in training at levels 9-11 by occupational grouping, 2025/26²⁷

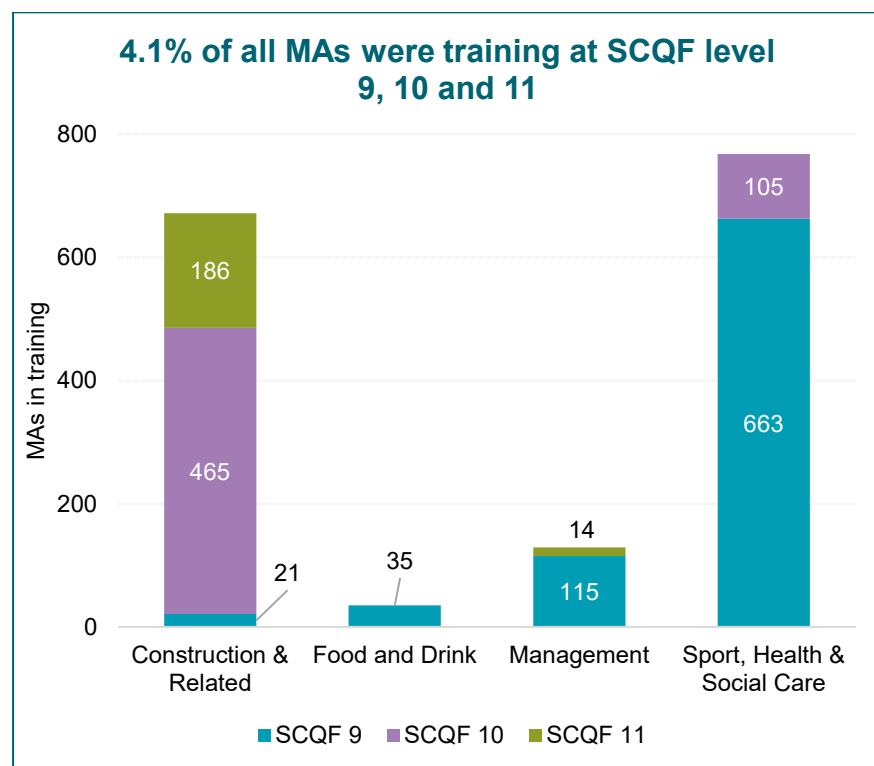


Figure 29 shows that at the end of 2025/26, 4.1% (1,612) of all MAs were training towards a qualification at SCQF level 9, 10, and 11 (equivalent to an Ordinary Degree, Honours

²⁷ 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).²⁸ Of all MAs training at those higher levels, 41.7% (672) were working towards a framework in the Construction & Related grouping and 47.6% (768) 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 (33.3%)**
2. **Sport, Health & Social Care (19.4%)**
3. **Engineering & Energy Related (15.7%)**
4. **IT & Other Services (10.1%)**

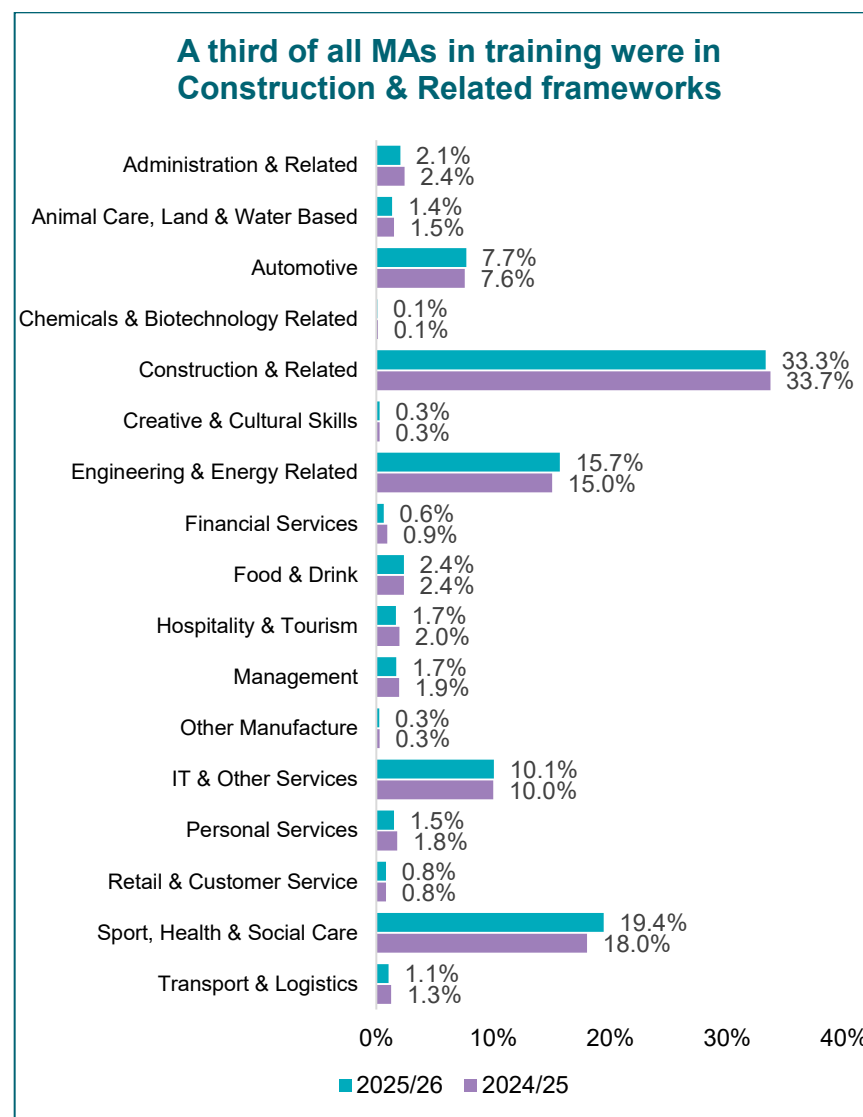
64.1% of MAs in training were in STEM frameworks, 0.2 pp higher than last year.²⁹ The majority of those in STEM frameworks were aged 16-24 (78.9%) and were training at SCQF level 6 or above (90.0%).

²⁸ [Qualifications Scotland in the SCQF](#)

²⁹ 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 30: Modern Apprentices in training by occupational grouping, 2024/25 to 2025/26

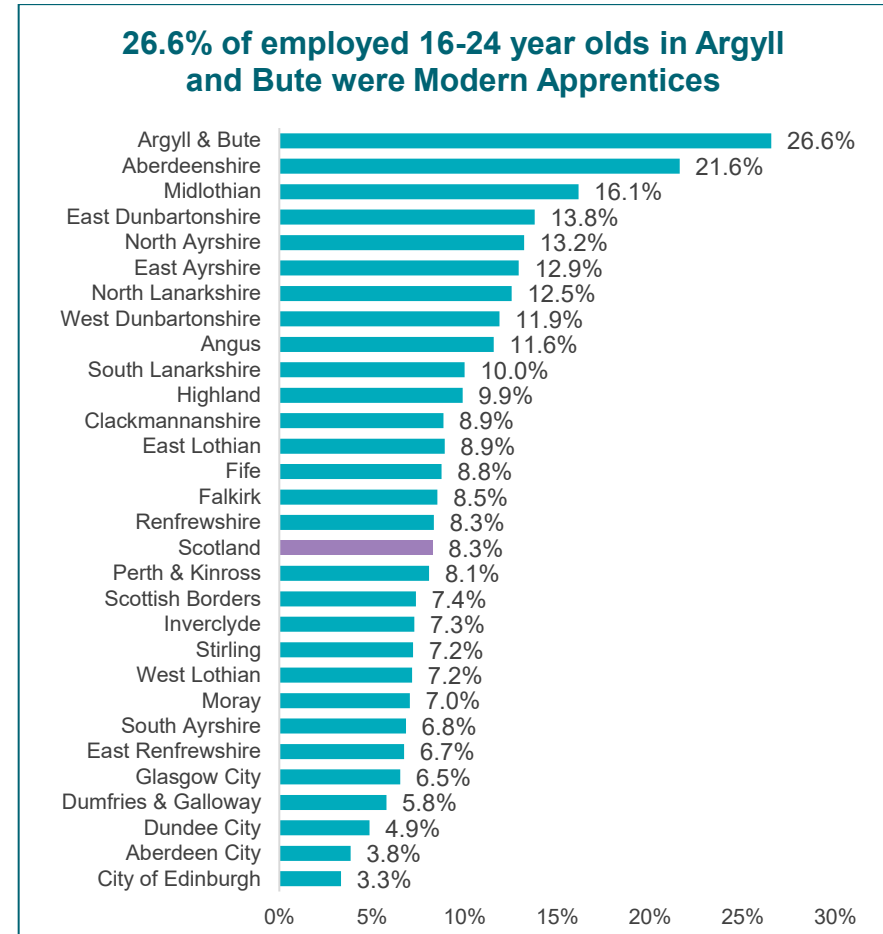


Modern Apprentices and local employment

Further analysis considered the number of MAs in training aged 16-24 (as at 31st March 2026) compared to the number of 16-24 year olds in employment residing in each local authority.³⁰

In Scotland, approximately **8.3%** of 16-24 year olds who are in employment were Modern Apprentices, unchanged from last year. Figure 31 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.³¹ In 2025/26, Argyll and Bute had the highest proportion at 26.6%, followed by Aberdeenshire at 21.6%, and Midlothian at 16.1%.

Figure 31: Modern Apprentices in training aged 16-24 as a proportion of 16-24 in employment by local authority, 2025/26



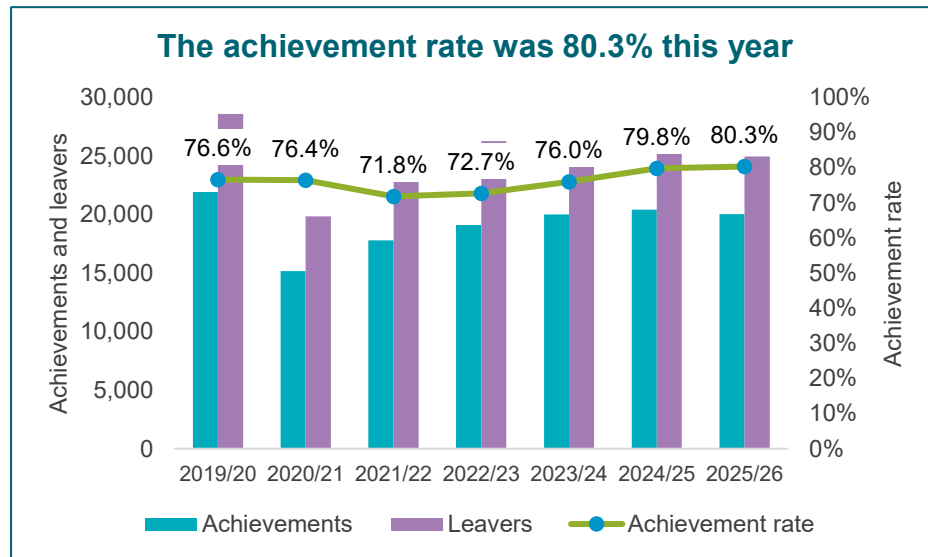
³⁰ The Annual Population Survey (Jan 2025 – Dec 2025)

³¹ Na h-Eileanan Siar, Orkney Islands and Shetland Islands removed due to disclosure control.

Modern Apprenticeship Achievements

In 2025/26, the overall achievement rate was **80.3%**, with 20,028 of 24,941 leavers, achieving their full Modern Apprenticeship award, 0.5 pp higher than last year and the highest on record. Figure 32 shows that the achievement rate has been gradually increasing since 2021/22 following a short period of decline during the COVID pandemic.

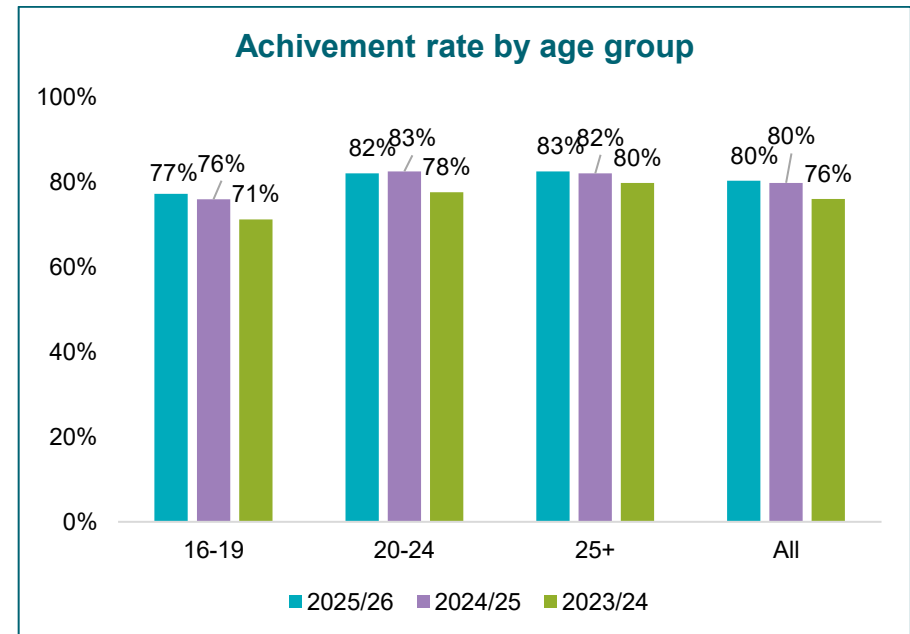
Figure 32: Modern Apprenticeship achievements, leavers, and achievement rate, 2019/20 to 2025/26



Achievements by age

In 2025/26, both the 16-19 and 25+ age groups' achievement rates increased compared to the same point last year. For the 16-19 age group, the achievement rate was 77.2% (+1.3 pp higher than last year), whilst the 25+ achievement rate was 82.5% (+0.4 pp). The 20-24 achievement rate saw a slight decrease at 82.0% (-0.5 pp).

Figure 33: Modern Apprenticeship achievement rate by age group, 2023/24 to 2025/26



The lowest achievement rate in our Modern Apprenticeship data was amongst 16–19-year-olds. However, there has been a marked improvement in achievement for this age group over the last three years, narrowing the achievement rate gap. A similar trend was found in further education, where younger age groups were less likely to complete successfully compared to older age groups.³² Modern Apprentices aged 25 and older have a higher achievement rate (82.5%) than those aged 16-24 (78.7%).

Achievements by level

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

Figure 34: Modern Apprenticeship achievement rate by level, 2023/24 to 2025/26

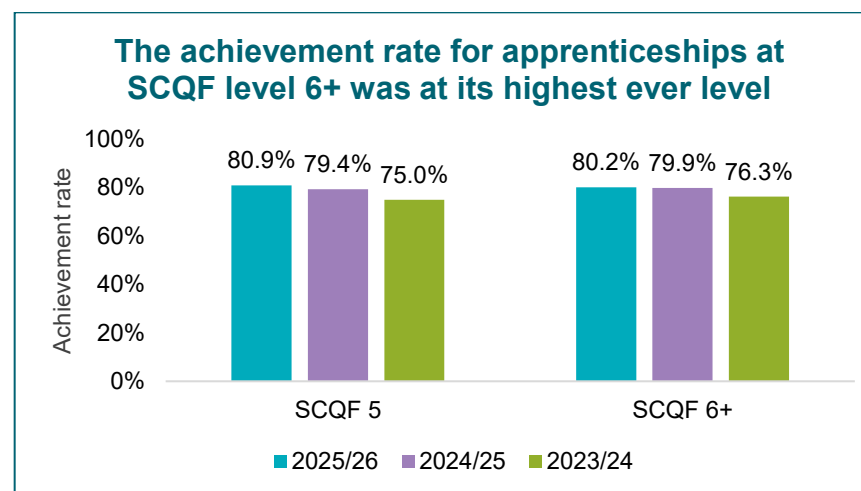


Figure 34 shows the achievement rate was 80.2% for MAs working towards SCQF level 6 and above. This is 0.3 pp higher than last year. The achievement rate was 80.9% for MAs working towards frameworks at SCQF level 5, 1.5 pp higher than last year and 5.9 pp higher than 2023/24.

³² [College Student Outcomes 2023-24 - Scottish Funding Council](#)

Figure 35: Modern Apprenticeship achievement rate by level, 2024/25 to 2025/26

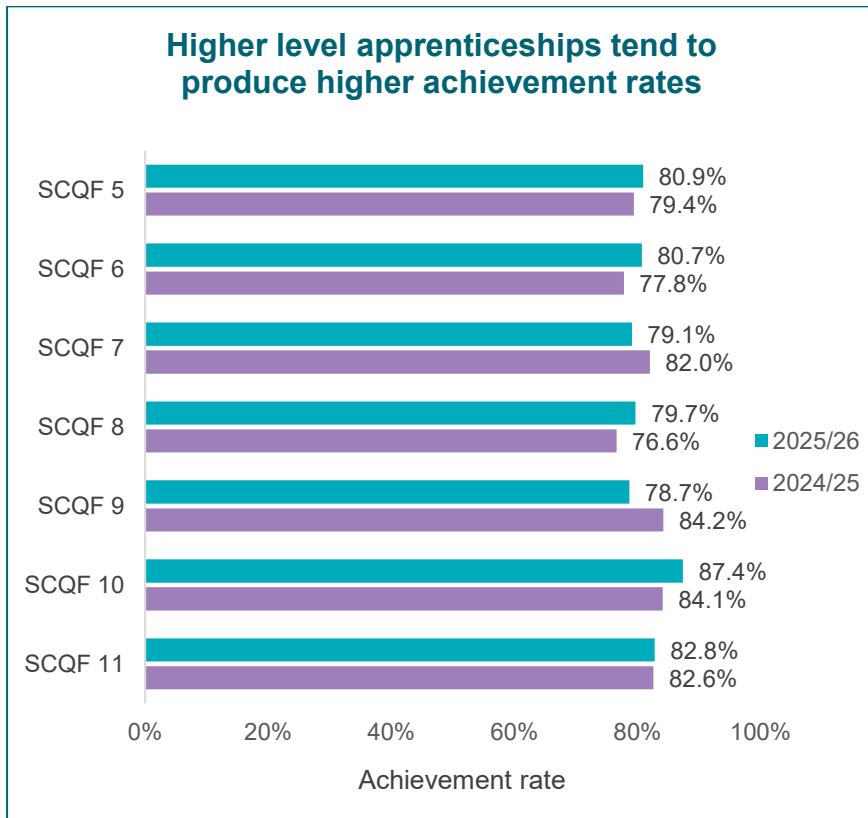


Figure 35 shows Modern Apprenticeship achievement rates by SCQF level in 2024/25 and 2025/26. As the SCQF level of the Modern Apprenticeship increases the achievement rates tend to be higher i.e., as the complexity of the learning increases.³³ SCQF level 10 had the highest achievement rate this year at 87.4% with 612 achievements out of 700 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](#).

³³ [Scottish Qualifications Authority: SQA Qualifications in the SCQF](#)

Figure 36: Modern Apprenticeship achievement rates by occupational grouping, 2024/25 to 2025/26

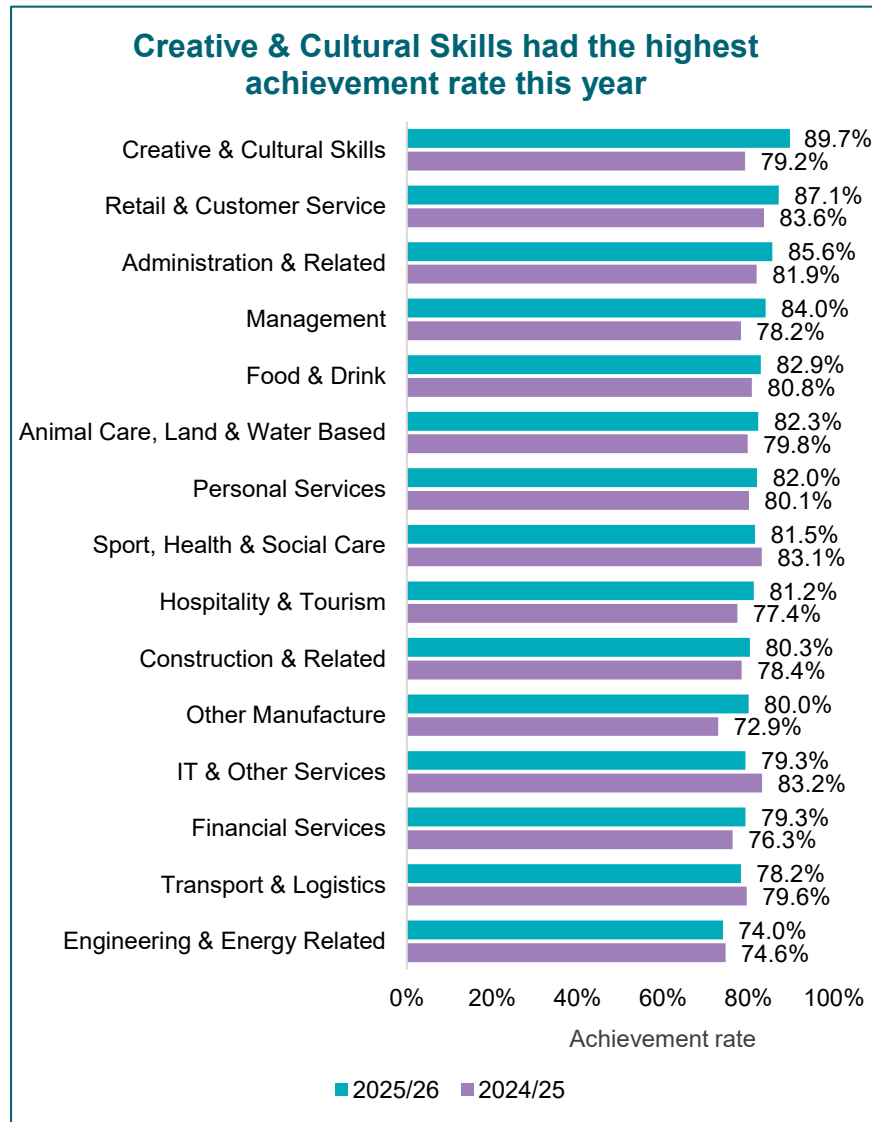


Figure 36 shows the top fifteen achievement rates by occupational grouping. Creative & Cultural Skills had the highest achievement rate this year at 89.7%.

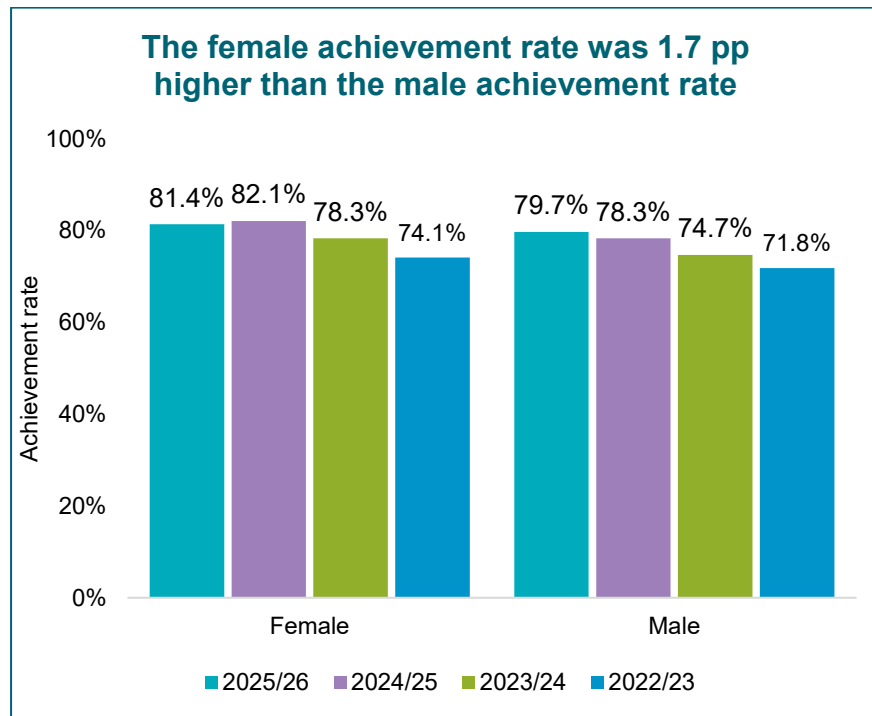
13 out of 17 occupational groupings had a higher achievement rate this year compared to last year. Notable increases for groupings with more than 100 leavers include Management (+5.9 pp), Automotive (+3.8 pp) and Hospitality & Tourism (+3.7 pp).

The Construction & Related occupational grouping has historically had some of the highest achievement rates. This year the Construction & Related grouping had an achievement rate of 80.3%, 1.8 pp higher than last year.

Achievements by gender

In 2025/26, the female achievement rate was 81.4%, 1.7 pp higher than the male achievement rate of 79.7%, and 1.1 pp higher than the overall achievement rate (80.3%). The achievement rate gap between females and males narrowed by 2.1 pp relative to last year.

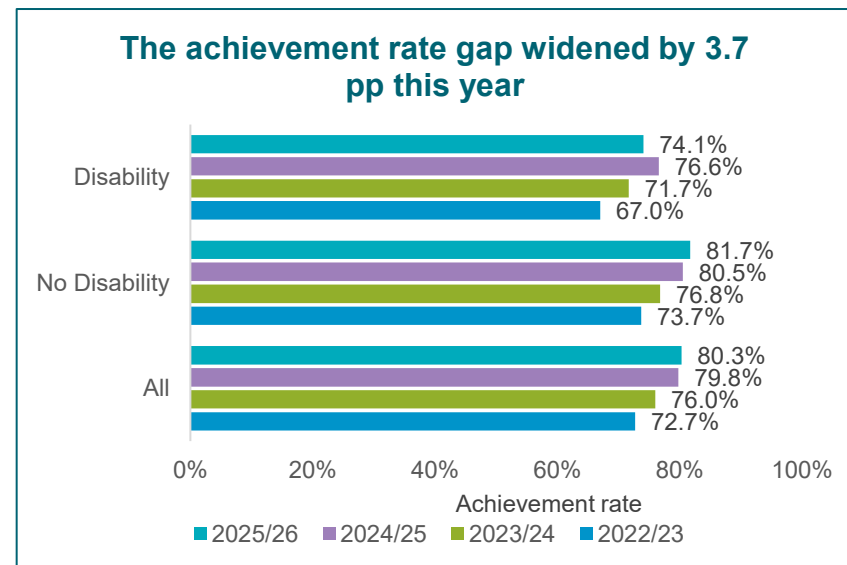
Figure 37: Modern Apprenticeship achievement rate by gender, 2022/23 to 2025/26



Achievements by disability

In 2025/26, the achievement rate for disabled MAs was 74.1%, compared to an overall achievement rate of 80.3%, and 81.7% for MAs who were not disabled. The achievement rate for disabled MAs decreased by 2.5 pp compared to last year. We continue to work with learning providers to ensure that disabled MAs are supported to maximise their potential for full achievement.

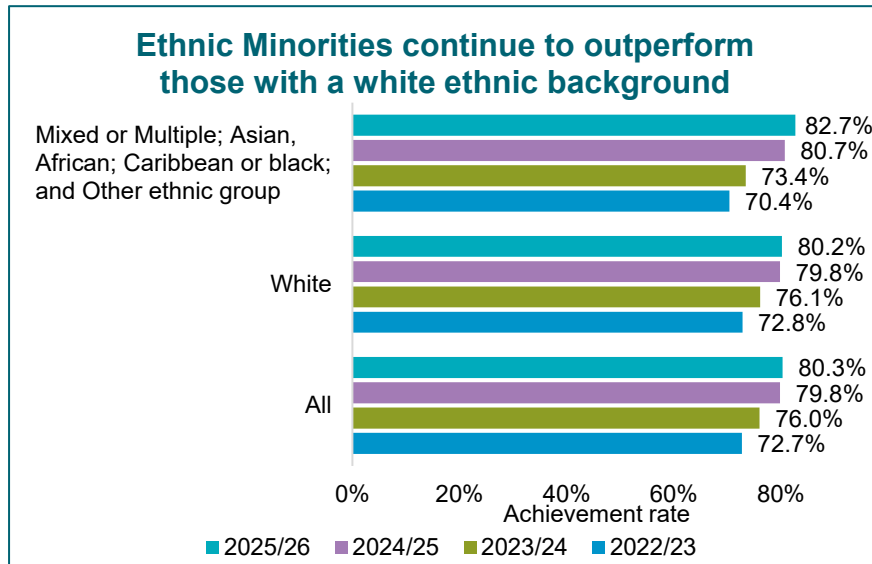
Figure 38: Modern Apprenticeship achievement rate by disability, 2022/23 to 2025/26



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 82.7% compared to 80.2% for those who self-identified as 'white', and an achievement rate of 80.3% overall. Those who self-identified as being from an ethnic minority continue to outperform those with a white ethnic background.

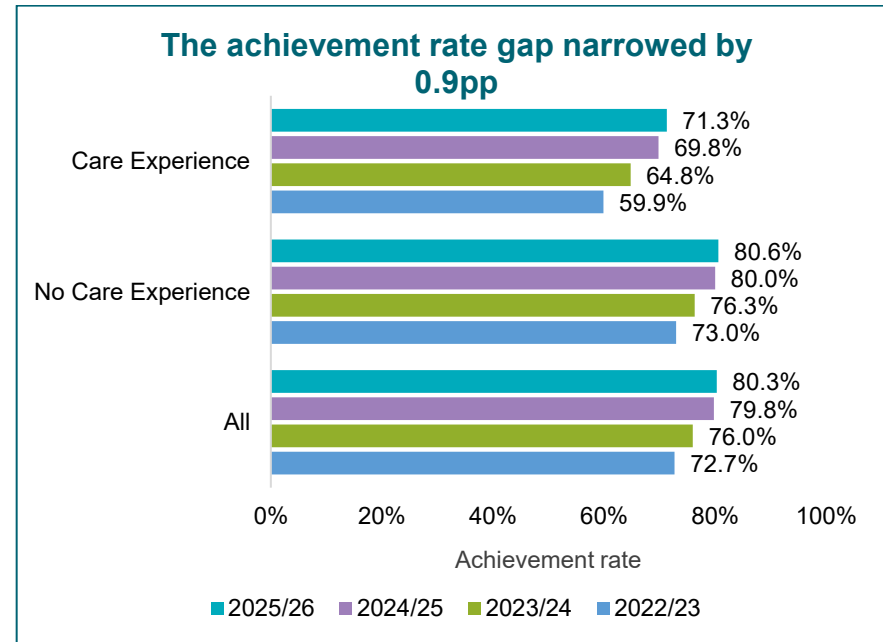
Figure 39: Modern Apprenticeship achievement rate by ethnicity, 2022/23 to 2025/26



Achievements by Care Experience

In 2025/26, the achievement rate for Care Experienced Modern Apprentices was 71.3%, 1.5 pp higher than last year. MAs with no Care Experience had an achievement rate of 80.6%, 0.6 pp higher than last year. The achievement rate gap narrowed from 10.2% to 9.3% relative to last year.

Figure 40: Modern Apprenticeship achievement rate by Care Experience, 2022/23 to 2025/26



The achievement rate for Care Experienced MAs reflects a similar trend to other sources such as Education Outcomes for Looked After Children.³⁴ 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 2025/26, Inverclyde had the highest achievement rate at 85.9% (5.6 pp higher than the overall achievement rate).

³⁴ [Scottish Government: Education Outcomes for Looked After Children 2019/20 \(2021\)](#)

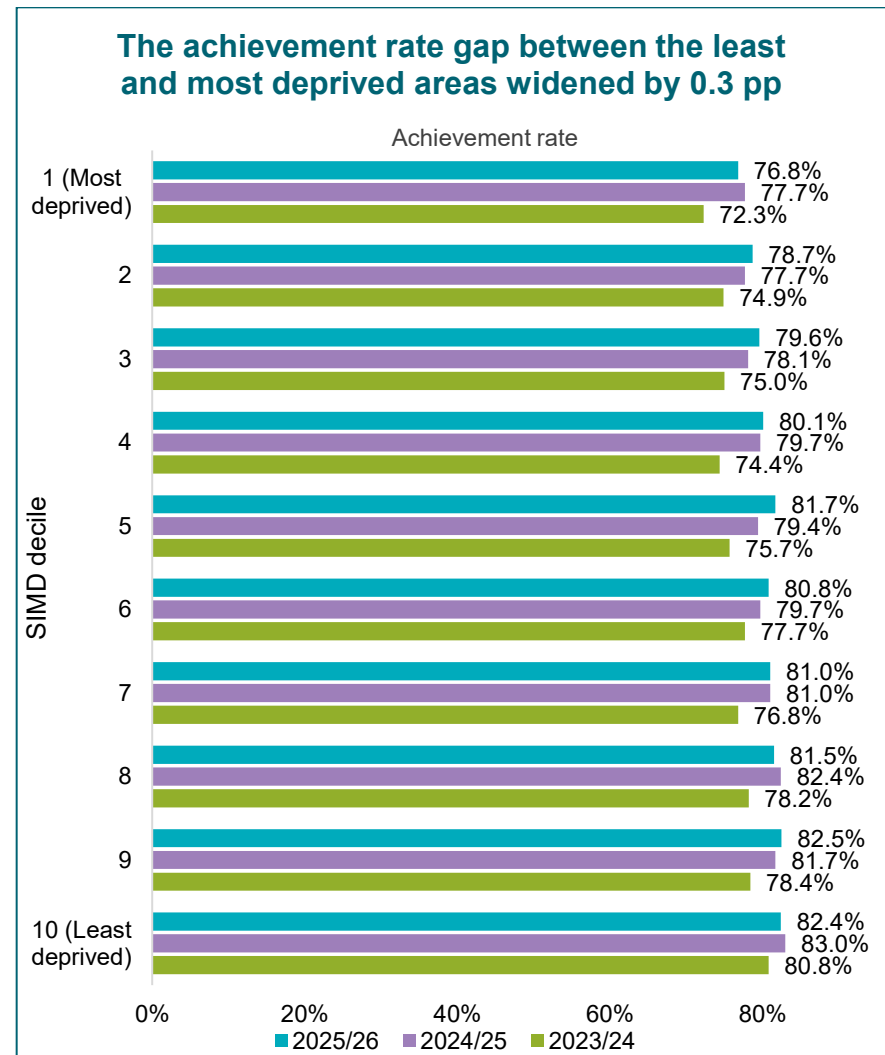
Achievements by SIMD

Figure 41 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 2025/26 was 76.8%, 0.9 pp lower than last year and 3.5 pp lower than the overall achievement rate (80.3%).

The achievement rate gap between those residing in the least deprived and most deprived areas was 5.6% in 2025/26. Since 2020/21, the achievement rate gap between least and most deprived areas has narrowed from 8.0% to 5.6%, a decrease of 2.4 pp.

Figure 41: Modern Apprenticeship achievement rate by SIMD decile, 2023/24 to 2025/26



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.

We recognise that a move to more intersectional reporting provides valuable insight on the achievements of apprentices from a variety of backgrounds and this data helps to inform our continuous improvement activities in identifying and reducing inequality.

Poverty has a significant negative impact on labour market and educational outcomes and in combination with other protected characteristics, that impact is often magnified. In this report we use the Scottish Index of Multiple Deprivation (SIMD) as a proxy for poverty.³⁵

In 2025/26, Modern Apprenticeship achievement rates were lowest in the most deprived areas and highest in the least

³⁵ 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.

deprived areas. The achievement rate for MAs who lived in the 20% most deprived areas (quintile 1) was 77.8%.³⁶ This was lower if those individuals were also male (77.2%), disabled (72.3%), or Care Experienced (69.2%).

Outcomes for Care Experienced young people tend to be less favourable in comparison to other groups. Whilst the achievement rate for Care Experienced apprentices was 71.3% this year, the rate was lower again for those who were also male (69.0%).

Outcomes for disabled people tend to be less favourable than non-disabled people. This year, the achievement rate for MAs with a disability was 74.1%. The achievement rate was lower for apprentices who were also minority ethnic (70.5%) and male (71.8%). For those who identified as disabled and Care Experienced the achievement rate was 60.4%.

³⁶ The achievement rate was 82.5% for MAs residing in the 20% least deprived areas (quintile 5).

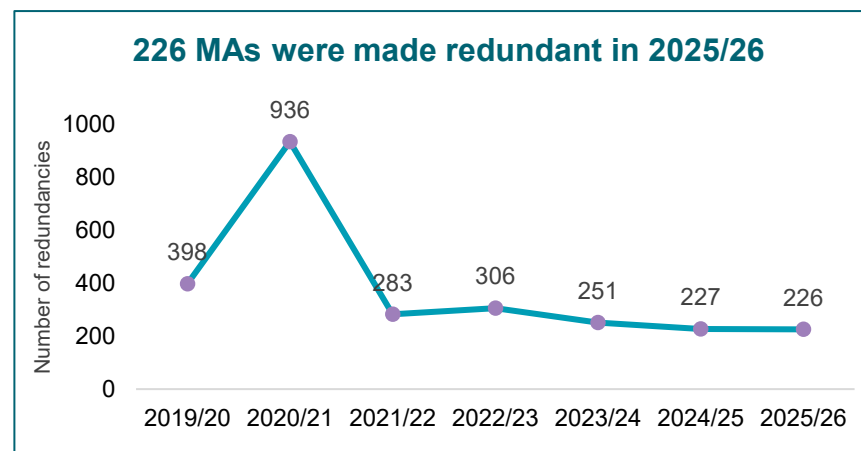
These examples clearly demonstrate more work is required to support people and businesses. Skills Development Scotland is working with partners across the skills and education landscape towards this goal. Our latest [SDS Equality and Diversity Mainstreaming Report](#), published in April 2025 highlights 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 2025/26, 226 Modern Apprentices were made redundant, 1 fewer than last year. There were 73 individuals who continued their Modern Apprenticeship with an alternative employer.

Figure 42 : Modern Apprenticeship redundancies, 2019/20 to 2025/26



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.³⁷

³⁷ Note that not all apprentices accept the offer of support.

Further Information

This report provides analysis of publicly funded Modern Apprenticeship activity for the 2025/26 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

³⁸ As part of our updated equality monitoring, information captured about 'gender' will be redefined to 'sex', from 2026/27 onwards, with three options only: male, female, prefer not to say. This is in line with current

when comparing figures to 2019/20 and 2020/21 statistics.

Gender³⁸

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

legislation and we will use [Scottish Government best practice](#) questions for sex and gender reassignment within our monitoring questions.

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.

Disability³⁹

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,

³⁹ As part of our updated equality monitoring, information captured about disability will, from 2026/27 onwards, be in three parts, focusing on:

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 1st April 2023, all MA progressions are included as new starts. More details can be found [here](#) on the

prevalence, impact and disability type, in line with current legislation.

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

Feedback regarding the content of this report are welcome and can be emailed to user_feedback@sds.co.uk or by completing our [User Engagement survey](#).

APPENDICES

Appendix A – Focus on occupational groupings

We recognise that there are two occupational groupings that benefit from further analysis as they contain a wide range of frameworks. Here, we focus on IT & Other Services and Sport, Health and Social Care. A full list of the frameworks that fit into each of these occupational groupings can be found in Appendix B.

Figure 55: Modern Apprenticeship starts by priority grouping (Other Services), 2023/24 to 2025/26

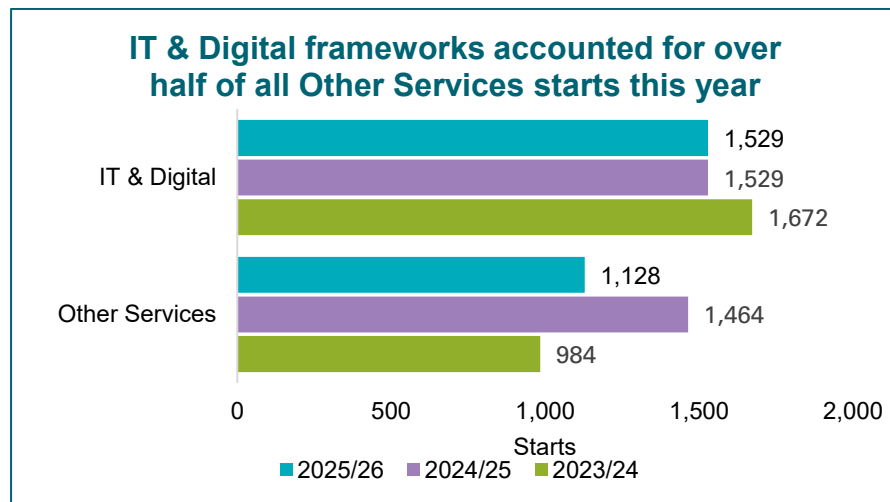


Figure 45 shows a breakdown of the IT & Other Services occupational grouping by priority areas i.e. IT and Digital and all Other Services.

In 2025/26, starts to IT and Digital frameworks accounted for over half (57.5%) of all starts in the Other Services grouping, 6.5 pp higher than last year.

Figure 46: Modern Apprenticeship starts by priority grouping (Sport, Health and Social Care), 2023/24 to 2025/26

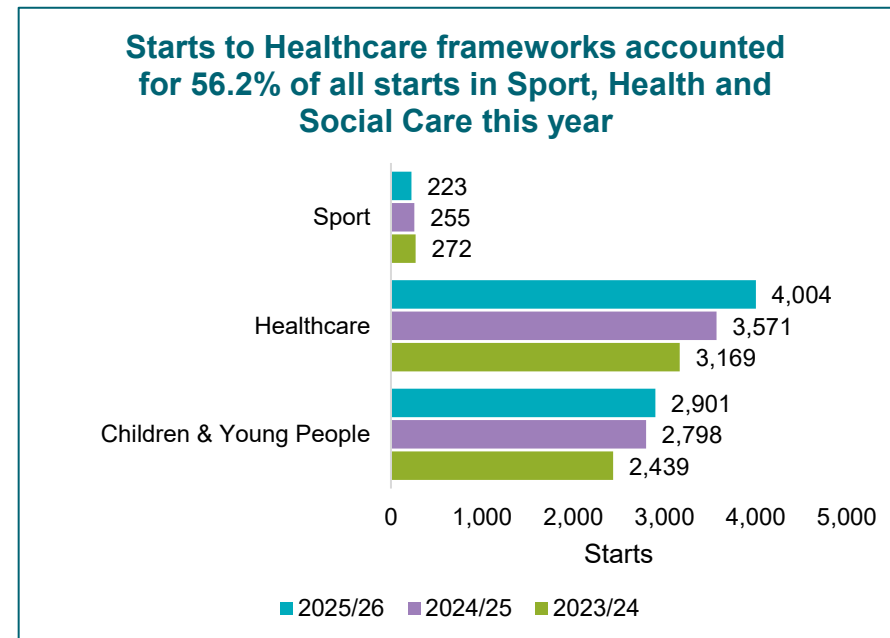


Figure 46 shows a breakdown of the Sport, Health and Social Care occupational grouping by priority areas i.e. Sport, Healthcare, and Children and Young People.

In 2025/26, starts to Healthcare frameworks accounted for over half (56.2%) of all starts in the Sport, Health, and Social Care grouping, 2.3 pp higher than last year. Children and Young People frameworks accounted for 40.7% of starts and Sport accounted for 3.1%, -1.5 pp and -0.7 pp relative to last year, respectively.

Appendix B – Frameworks within IT & Other Services /

Sport Health & Social Care

For greater understanding of two 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.

IT & Other Services

Other Services

- Career Development
- Career Development Technical Apprenticeship
- 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
- Youth Work

Other Services – IT and Digital

- Digital Applications
- Digital Marketing
- Digital Technology
- Digital Technology Technical Apprenticeship

Sport, Health & Social Care

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

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 Question⁴⁰

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"/>

⁴⁰ As part of our updated equality monitoring, information captured about disability will, from 2026/27 onwards, be in three parts, focusing on: prevalence, impact and disability type, in line with current legislation.

Appendix E – SCQF Framework⁴¹

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				

⁴¹ Scottish Credit and Qualifications Framework: [The SCQF Interactive Framework](#)