



Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

Skills
Development
Scotland

Graduate Apprenticeship Report

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Introduction

Graduate Apprenticeships (GAs) are industry-recognised, accredited degree-level qualifications, available from Diploma up to Masters Degree-level qualification and are mapped to the Scottish Credit and Qualifications Framework (SCQF) at levels 9, 10 and 11¹.

As well as offering Graduate Apprenticeships, universities also offer qualifications outlined in table 1. To provide some context, in 2020/21 (latest published figures), there were 125,900² entrants to Higher Education Institutions, with a total university student population of 282,875.

Table 1: Higher Education Qualifications available

Qualifications offered by Higher Education Institutions		
SCQF Level	Traditional academic programmes	Apprenticeships
12	Doctoral Degree	
11	Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship
10	Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship
9	Bachelors/Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship

Graduate Apprenticeships are relatively new (launched in 2017/18) and currently account for less than 1.0% of university entrants. They are offered in key occupational growth areas of the economy and support the education and development of individuals so that they acquire the necessary skills, knowledge and competence required to work and progress in their chosen sector.

¹ This report also includes residual data for a related Higher Apprenticeship in Civil Engineering (SCQF Level 8) – which was offered by a college partner for the first 3 years of GA delivery, as a steppingstone to the GA in Civil Engineering at Level 10.

² [HE Students and Qualifiers at Scottish Institutions 2020-21](#)

Graduate Apprenticeships are delivered via partnerships between employers and universities where the apprentice is in paid employment for the duration of their studies. Like Modern Apprenticeships, demand for GAs is employer-led and employers either recruit new staff into a GA position or offer a GA position to an existing member of their workforce. The curriculum and the methods of delivery and assessment are tailored to individual employer needs.

This year, the format of the report has been revised to bring Graduate Apprenticeship reporting in line with existing statistical reports, which follow the [Code of Practice for Statistics](#). This report provides summary data for GA for academic years from 2017/18 to 2021/22. Detailed GA supplementary data tables are available in Excel format on the SDS website.

We welcome user feedback on the changes made, or on any aspect of this report. Please contact user_feedback@sds.co.uk with this or any questions.

Delivery of Graduate Apprenticeships

Graduate Apprenticeships offer a means for employers and universities/ Higher Education Institutions (HEIs) to collaborate in providing valuable, employer-relevant, work-based learning pathways. The context for learning differs from traditional degree programmes and the mode of delivery is significantly weighted to the workplace rather than the university campus.

There are currently 16 learning providers delivering Graduate Apprenticeships, of which 12 had new GA enrolments in 2021/22 (See Figure 1). The number of GA enrolments for each learning provider is dependent on the number of places and type of frameworks available. A full list of the frameworks delivered by each learning provider is provided in the [supplementary tables](#) to this report.

Figure 1: GA learning providers

	2017/18	2018/19	2019/20	2020/21	2021/22
Edinburgh Napier University	✓	✓	✓	✓	✓
Glasgow Caledonian University	✓	✓	✓	✓	✓
Glasgow Kelvin College	✓	✓	✓		
Heriot-Watt University	✓	✓	✓	✓	✓
Queen-Margaret University		✓	✓	✓	✓
Robert Gordon University	✓	✓	✓	✓	✓
The Open University		✓	✓	✓	✓
University of Aberdeen			✓	✓	
University of Dundee	✓	✓	✓	✓	✓
University Of Edinburgh		✓	✓	✓	
University of Glasgow			✓	✓	✓
University of St. Andrews		✓	✓		
University of Stirling				✓	✓
University of Strathclyde	✓	✓	✓	✓	✓
University of the Highlands and Islands	✓	✓	✓	✓	✓
University of the West of Scotland	✓	✓	✓	✓	✓
Total number of learning providers	9	13	15	14	12

Development of Graduate Apprenticeships

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

Responsibility for the funding of Graduate Apprenticeships transitioned to the Scottish Funding Council, for any new enrolments from academic year 2021/22 onward. The Scottish Funding Council is accountable for the funding it allocates to universities and to ensure that university provision is of high quality. SDS and SFC are working in collaboration to support the delivery of Graduate Apprenticeships.

Economic context

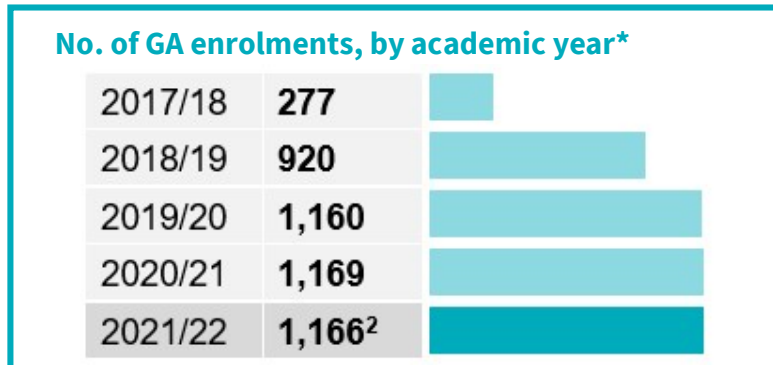
New entrants to the Graduate Apprenticeship programme were largely uninterrupted by the pandemic. From a delivery perspective, universities moved teaching of GAs online, enabling apprentices to continue their qualification by working and learning from home.

In September 2021, when most GAs in the latest cohort were commencing their studies, many of the restrictions put in place due to the pandemic had just been removed and for the first time since March 2020, Scotland began to show signs of early economic growth. Since then, we have experienced additional Covid variants, which had a lesser but not insignificant impact on the economy.

Most recently, the war in Ukraine and knock-on inflationary effects on commodity prices have impacted businesses and households across Scotland and the rest of the world, making continued economic instability very likely.

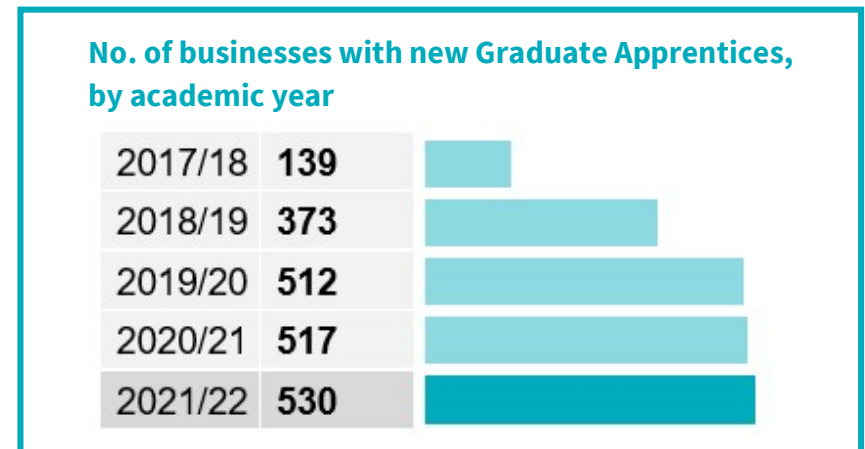
Key Results

- Since 2017, when they were first introduced, **4,692** individuals have enrolled on a Graduate Apprenticeship.



- In 2021/22 there was an increase in enrolments from those aged **under 25** (42.9% of all enrolments, up from 39.9% in 2020/21). This is also reflected in the increase in the proportion of learners starting their GA in year 1 rather than at a later point.

- **60.7%** of all GA enrolments in 2021/22 were in a STEM related framework.
- The proportion of GAs who self-identify as minority ethnic was **4.1%** in 2021/22
- Year on year increase in the number of **businesses** taking on a Graduate Apprentice



*In SDS's 2021/22 Annual Review publication, we reported a figure of 1,147 which was correct at the time of publication. Additional learners were later confirmed as enrolments. This report is based on a data extract from 16th August 2022 and therefore includes these additional learners.

Learners

Degree entry point

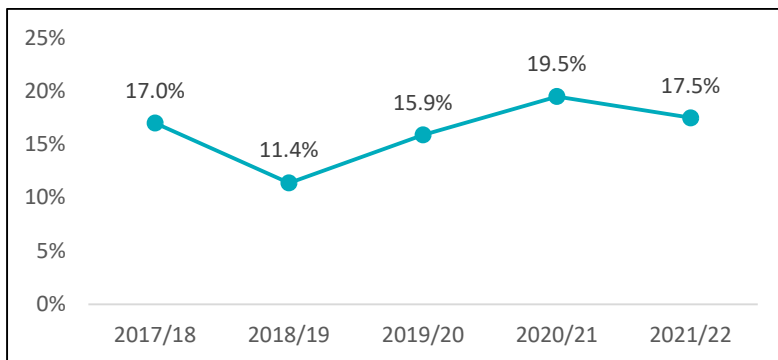
Whilst most individuals begin their degree course in year one, it is also possible to start at a later stage in the degree programme if an individual already has relevant accredited learning. The recognition of prior learning (RPL) improves the accessibility of GAs and provides an effective route into the appropriate point in the degree programme. In 2021/22, the proportion of GAs starting in their course in year 2 has remained at 13.6%, same as 2020/21 whilst the proportion of GAs starting their course in year 1 has increased. Table 2 provides a summary of the number and proportion of individuals accessing the GA at each entry point, over the last 5 years.

Table 2: No. of GA enrolments by degree course year of entry

Degree course year of entry	2017/18		2018/19		2019/20		2020/21		2021/22	
	No.	% of total	No.	% of total	No.	% of total	No.	% of total	No.	% of total
Year 1	230	83.0%	815	88.6%	975	84.1%	941	80.5%	962	82.5%
Year 2	24	8.7%	57	6.2%	146	12.6%	159	13.6%	159	13.6%
Year 3 or Year 4	23	8.3%	48	5.2%	39	3.4%	69	5.9%	45	3.9%
Total	277	100.0%	920	100.0%	1,160	100.0%	1,169	100.0%	1,166	100.0%

Figure 2 shows the proportion of all GAs who have bypassed at least year 1 of their degree (i.e., started in either second, third or fourth year) via RPL. The proportion of GAs benefitting from RPL decreased by 2pp in 2021/22, having increased in the previous two years.

Figure 2: % of GAs with RPL [5-year trend]



GA frameworks

There are currently 12 GA frameworks available³. In response to skills gaps identified by key employers, two additional pathways within the Business Management framework were introduced in September 2021 (Business Analysis and Project Management), contributing to it being the most popular framework for the fourth consecutive year. There has been a reduction in the number of universities offering IT: Management for Business, resulting in a decline in enrolments to that framework. In 2021/22, the Early Learning and Childcare framework had its lowest number of enrolments in the three years it has been available. This is the final year of the framework's pilot delivery, with limited provision by 2 learning providers. When this framework progresses to mainstream delivery there will be greater opportunity for an increase in enrolments. In contrast, there has been an upturn in uptake to Cyber Security and Construction frameworks.

Table 3: GA enrolments by framework

Framework	2017/18		2018/19		2019/20		2020/21		2021/22	
	No.	% of total	No.	% of total	No.	% of total	No.	% of total	No.	% of total
Accounting L10/11	-	-	-	-	38	3.3%	43	3.7%	51	4.4%
Business Management L10	-	-	293	31.8%	311	26.8%	394	33.7%	377	32.3%
Business Management: Financial Services ⁴ L10	-	-	20	2.2%	-	-	-	-	-	-
Civil Engineering L10	12	4.3%	101	11.0%	124	10.7%	104	8.9%	101	8.7%
Civil Engineering L8 ⁵	35	12.6%	24	2.6%	12	1.0%	-	-	-	-
Construction and the Built Environment	-	-	64	7.0%	122	10.5%	96	8.2%	120	10.3%
Cyber Security L10	6	2.2%	54	5.9%	50	4.3%	41	3.5%	44	3.8%
Cyber Security L11	-	-	25	2.7%	53	4.6%	42	3.6%	57	4.9%
Data Science L10	-	-	17	1.8%	45	3.9%	68	5.8%	52	4.5%
Early Learning and Childcare [pilot] L9	-	-	-	-	31	2.7%	40	3.4%	*	*
Engineering: Design and Manufacture L10	64	23.1%	123	13.4%	129	11.1%	162	13.9%	142	12.2%
Engineering: Instrumentation, Measurement & Control L10	-	-	24	2.6%	36	3.1%	18	1.5%	*	*
IT: Management for Business L10	65	23.5%	46	5.0%	53	4.6%	35	3.0%	32	2.7%
IT: Software Development L10	95	34.3%	129	14.0%	156	13.4%	126	10.8%	129	11.1%
Undisclosed framework ⁶	-	-	-	-	-	-	-	-	38	3.3%
Total	277	100.0%	920	100.0%	1,160	100.0%	1,169	100.0%	1,166	100.0%

³ Civil Engineering and Cyber Security are available at 2 SCQF levels, and are therefore classed as separate frameworks

⁴ Note that Business Management: Financial Services was amalgamated with Business Management and was only offered as a separate framework in 2018-19.

⁵ Civil Engineering at SCQF Level 8 is a two-year Higher Apprenticeship, and is no longer offered

⁶ In 2021/22, 38 individuals recorded their gender as either 'prefer not to say' or 'in another way'. To ensure that they cannot be identified, the frameworks on which they have enrolled are not provided.

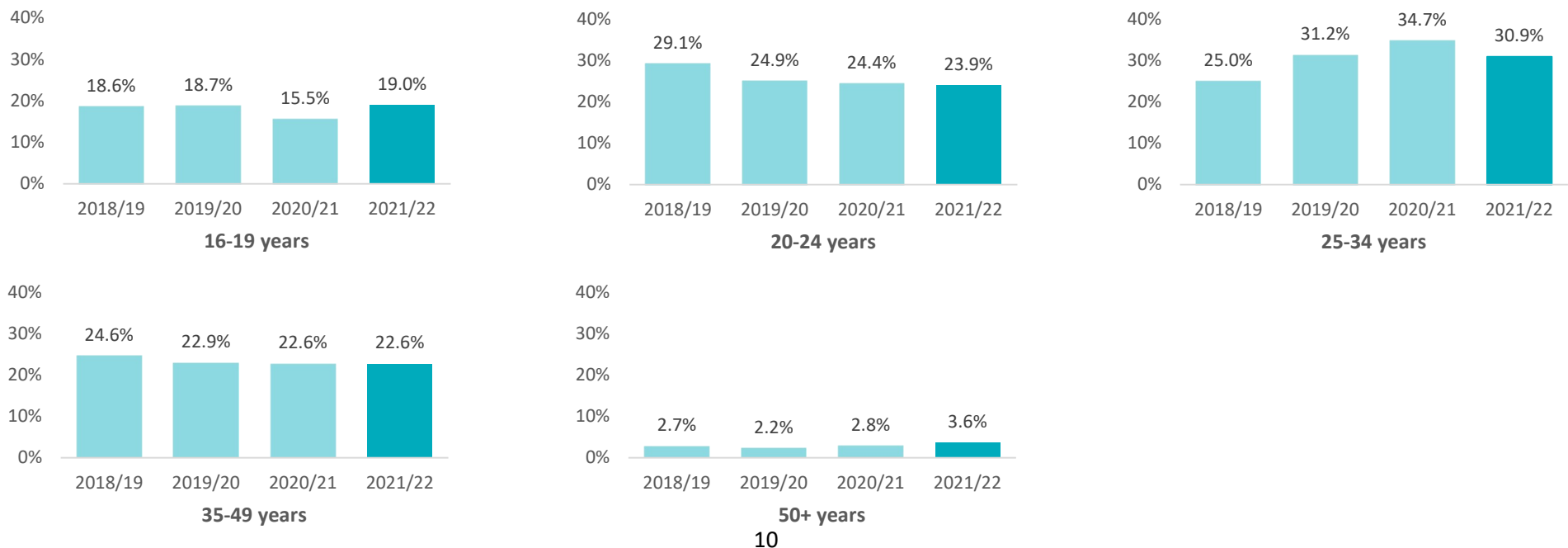
GA enrolments by age

Collectively, the under 25s accounted for almost half (42.9%) of all starts in 2021/22, while the wider 16-34 age group accounted for 73.8% of all enrolments. The number of enrolments in the 16-19 age band has increased slightly by 3.5pp from 2020/21 to 2021/22 and the 25-34 age band continues to be the most dominant age group, having the greatest proportion of enrolments for the third year in a row. However, the actual number of enrolments in the 25-34 age band has, for the first time, decreased slightly (-3.9pp).

Table 4: GA enrolments by age band

	Age 16-19	Age 20-24	Age 25-34	Age 35-49	Age 50+	Total
2017/18	55	107	66	*	*	277
2018/19	171	268	230	226	25	920
2019/20	217	289	362	266	26	1,160
2020/21	181	285	406	264	33	1,169
2021/22	221	279	360	264	42	1,166

Figure 3: % GA enrolments by age band [4-year trend]



GA enrolments by gender⁷

To ensure that apprentices can record their gender in the most appropriate way for them, 'in another way' was included as an additional option in 2021/22. To ensure that apprentices are not identifiable, we have amalgamated responses against 'prefer not to say' and 'in another way' and have included them within Table 3 (page 9) under the heading 'undisclosed framework'. These apprentices have not been included in other data breakdowns to ensure confidentiality.

In 2021/22, the proportion of females enrolling on a GA was 32.0%, a reduction relative to 2020/21. The proportion of males enrolling on a GA increased by 3.2 pp from 2020/21. However, in 2021/22, the number of individuals selecting the 'prefer not to say/in another way' category significantly increased.

Table 5: % GA enrolments by gender (where either male or female selected)

	% of all male + female (male)	% of all male + female (female)
2017/18	82.5%	17.5%
2018/19	65.1%	34.9%
2019/20	67.5%	32.5%
2020/21	64.8%	35.2%
2021/22	68.0%	32.0%

⁷ This is the first year in which we are reporting prefer not to say/in another way as a selection choice for gender. For 2021/22, 38 starts identified this way. In previous years, apprentices only had a choice of male; female or prefer not to say

Table 6: GA enrolments by framework and gender (where either male or female selected) [5-year trend]

	2017/18		2018/19		2019/20		2020/21		2021/22	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Accounting L10/11	-	-	-	-	36.8%	63.2%	27.9%	72.1%	39.2%	60.8%
Business Management L10	-	-	34.8%	65.2%	46.6%	53.4%	50.5%	49.5%	49.1%	50.9%
Business Management: Financial Services L10	-	-	45.0%	55.0%	-	-	-	-	-	-
Civil Engineering L10	91.7%	8.3%	83.2%	16.8%	87.9%	12.1%	82.7%	17.3%	82.2%	17.8%
Civil Engineering L8	79.4%	20.6%	83.3%	16.7%	83.3%	16.7%	-	-	-	-
Construction and the Built Environment L10	-	-	68.8%	31.3%	68.0%	32.0%	71.9%	28.1%	70.0%	30.0%
Cyber Security L10	83.3%	16.7%	81.5%	18.5%	90.0%	10.0%	82.9%	17.1%	*	*
Cyber Security L11	-	-	84.0%	16.0%	86.8%	13.2%	81.0%	19.0%	91.2%	8.8%
Data Science L10	-	-	76.5%	23.5%	57.8%	42.2%	64.7%	35.3%	65.4%	34.6%
Early Learning and Childcare L9	-	-	-	-	12.9%	87.1%	-	100.0%	*	*
Engineering: Design and Manufacture L10	90.6%	9.4%	85.4%	14.6%	88.4%	11.6%	87.0%	13.0%	85.2%	14.8%
Engineering: Instrumentation, Measurement and Control L10	-	-	83.3%	16.7%	86.1%	13.9%	100.0%	-	*	*
IT: Management for Business L10	82.8%	17.2%	76.1%	23.9%	67.9%	32.1%	68.6%	31.4%	81.3%	18.8%
IT: Software Development L10	75.8%	24.2%	79.1%	20.9%	76.8%	23.2%	76.2%	23.8%	79.8%	20.2%

Females continue to be well represented in Accounting. In all other frameworks male is the dominant gender, except for Business Management which has had close to a balance of male and female enrolments over the last 3 years.

Over the 5 years that Graduate Apprenticeships have been available, there has been an increase in the proportion of females studying Civil Engineering at level 10 (+9.5pp). The Engineering: Design and Manufacture framework has also experienced an increase in female enrolments, and in 2021/22 hit a high of 14.8% in female enrolments. Conversely, having experienced an increase in the proportion of females studying IT: Management for Business between 2017/18 and 2019/20, the proportion dropped to 18.8% (-12.6pp) in 2021/22.

In comparison to all other frameworks, Early Learning and Childcare had a disproportionately high number of individuals selecting 'prefer not to say / in another way' in 2021/22, which may have caused the decrease in the proportion of female enrolments to this framework.

STEM frameworks

Based on the current definition of science, technology, engineering, or maths (STEM) related frameworks, as agreed with Scottish Government, 10 of the 13 GA frameworks are classed as STEM. Those **not** fulfilling the current STEM criteria are:

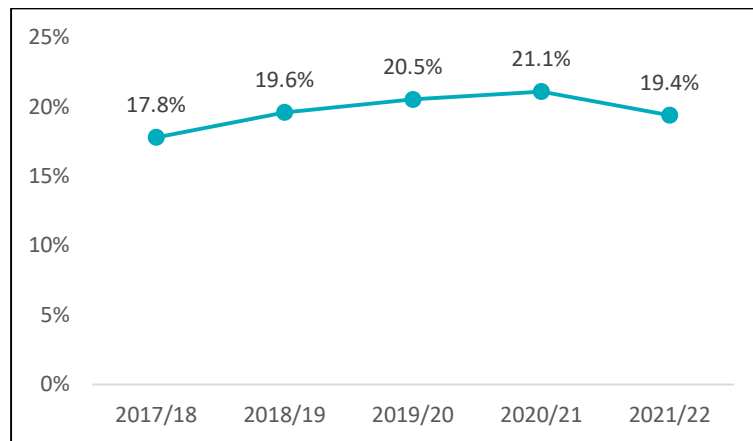
- Accounting
- Business Management
- Early Learning and Childcare

Enrolments to STEM frameworks, regardless of gender, accounted for 60.7% of Graduate Apprenticeships in 2021/22, up 1.5 pp on the previous year.

Figure 4 shows that the proportion of females, as a percentage of all male and females, enrolled in a GA in a STEM framework since 2017/18. In 2021/22, this decreased for the first time, down from 21.1% in 2020/21 to 19.4% in 2021/22. This is unsurprising given the overall drop in female participation. Of the STEM frameworks, Civil Engineering L10, Construction and the Built Environment and Engineering: Design and Manufacture frameworks had an increase in the proportion of females.

Across the whole education system female representation in STEM subjects tends to be lower than their male counterparts.

Figure 4: Proportion of females enrolled on a STEM related GA



Equalities

All equality statistics are self-reported by individuals; therefore, they may under-represent actual figures.

Disability

Across Scotland 25.7%⁸ of the working age population describe themselves as having a disability, in addition, in 2020-21, 16.3%⁹ of Scottish-domiciled entrants to full-time first-degree courses at university had a declared disability. In 2021/22, the proportion of GAs self-declaring an impairment, health condition or learning disability was 9.6% (same as 2020/21), having decreased from its peak in 2019/20. Table 7 below shows the five-year trend.

Table 7: GA enrolments by framework and gender, where known [5-year trend]¹⁰

	2017/18		2018/19		2019/20		2020/21		2021/22	
	No.	% of total known	No.	% of total known	No.	% of total known	No.	% of total known	No.	% of total known
Disabled	19	7.6%	69	7.8%	114	10.0%	109	9.6%	107	9.6%
Not disabled	230	92.4%	819	92.2%	1,028	90.0%	1,029	90.4%	1,012	90.4%
Prefer not to say	11	-	20	-	18	-	31	-	47	-
Total	260¹¹	100.0%	908	100.0%	1,160	100.0%	1,169	100.0%	1,166	100.0%

Ethnicity

The proportion of GAs self-identifying as minority ethnic decreased in 2021/22 to 4.1%. In Scotland, 4%¹² of the population are minority ethnic. Table 8 shows the breakdown of GAs by ethnicity.

⁸ ONS Population Survey 2021 <https://www.nomisweb.co.uk/query/construct/components/stdListComponent.asp?menuopt=12&subcomp=100>

⁹ Report On Widening Access 2020-21 <https://www.sfc.ac.uk/publications-statistics/>

¹⁰ Percentages do not include prefer not to say

¹¹ Self-identified disability status is unknown for GAs from 1 provider for 2017/18 and 2018/19

¹² Scotland's Census 2011 <https://www.scotlandscensus.gov.uk/census-results/at-a-glance/ethnicity/>

In 2021/22, minority ethnic representation was highest in the Cyber Security: L10 framework (11.1%) closely followed by IT: Software Development (10.2%).

Of the 13 frameworks available in 2021/22, 3 frameworks had **no** minority ethnic uptake:

- Early Learning and Childcare
- Engineering: Instrumentation, Measurement and Control
- IT: Management for Business

Table 8: GA enrolments by self-identified ethnicity¹³

	2017/18		2018/19		2019/20		2020/21		2021/22	
	No.	% of total known	No.	% of total known	No.	% of total known	No.	% of total known	No.	% of total known
Minority ethnic ¹⁴	*	*	31	3.5%	50	4.3%	59	5.1%	46	4.1%
White	246	*	858	96.5%	1,102	95.7%	1,097	94.9%	1,081	95.9%
Prefer not to say	*	*	19	-	8	-	13	-	39	-
Total	260¹⁵	100.0%	908	100.0%	1,160	100.0%	1,169	100.0%	1,166	100.0%

Care experience

In 2020/21, 1.5%¹⁶ of Scottish-domiciled full time first-degree entrants were care experienced. In addition, in Scotland, 1.5%¹⁷ of children under 18 were classed as ‘looked after’ that year.

In 2021/22, the number of GAs self-identifying as being care experienced remained low for the third consecutive year, falling back below 5. The breakdown of GA enrolments by self-identified care experience is shown in table 9.

¹³ Percentages exclude prefer not to say

¹⁴ Mixed or Multiple; Asian; African; Caribbean or Black; Arab; and Another ethnic group

¹⁵ Self-identified ethnicity status is unknown for GAs from 1 provider for 2017/18 and 2018/19

¹⁶ Report on Widening Access 2021-22 <https://www.sfc.ac.uk/publications-statistics/statistical-publications/>

¹⁷ Report on Widening Access 2021-22 <https://www.sfc.ac.uk/publications-statistics/statistical-publications/>

Table 9: GA enrolments by self-identified care experience¹⁸

	2017/18		2018/19		2019/20		2020/21		2021/22	
	No.	% of total known	No.	% of total known	No.	% of total known	No.	% of total known	No.	% of total known
Yes	-	-	*	*	5	0.4%	5	0.4%	*	*
No	251	100.0%	843	*	1,136	99.6%	1,143	99.6%	1,106	*
Prefer not to say	9	-	*	*	19	-	21	-	*	-
Total	260	100.0%	908	100.0%	1,160	100.0%	1,169	100.0%	1,166	100.0%

Local Authority

To undertake a GA, a person must be employed at a premises in Scotland, as well as having the right to live and work in the United Kingdom.

An individual may commute from their home local authority to work at an employer's premises in a different local authority. For example, in 2021/22 13.0% of GAs resided in Glasgow City, yet 24.4% of GAs worked with an employer based in Glasgow City.

In 2021/22, Glasgow City continued to have the highest proportion of GAs living there, and the highest proportion of GAs working there. This has been the trend for the past three years. Given that Glasgow City has the highest population of all Scottish local authorities, this is unsurprising.

In 2021/22, the highest proportion of all GAs lived in:

Glasgow City 13.0%

North Lanarkshire 7.7%

City of Edinburgh 6.7%

South Lanarkshire 6.1%

Fife 6.0%

In 2021/22, the highest proportion of GAs were with employers based in:

Glasgow City 24.4%

City of Edinburgh 15.6%

Aberdeen City 8.8%

North Lanarkshire 6.9%

Renfrewshire 4.9%

¹⁸ Self-identified care experience status is unknown for GAs from one learning provider for 2017/18 and 2018/19

Scottish Index of Multiple Deprivation

The Scottish Index of Multiple Deprivation (SIMD, 2020) is a tool used to identify geographical areas that may need enhanced support or resources. Analysis of GA enrolments by SIMD involves matching apprentice home address postcodes to SIMD data.

In 2021/22, the proportion of registered GAs living in the 10% most deprived areas (decile 1) increased by 1pp. Despite this improvement, the proportion remained lower than those living in the 10% least deprived areas (decile 10). The 2021/22 enrolment data showed that 22.1% of GAs lived in the 20% least deprived areas compared to 14.5% in the 20% most deprived areas. In 2021/22, the biggest change (on the previous year) was in SIMD area 3, which saw a 2.0pp increase in GA enrolments.

Table 10: GA enrolments by SIMD area – 3-year trend¹⁹

SIMD area	2019/20		2020/21		2021/22	
	No. of GA enrolments	% of total where SIMD area known	No. of GA enrolments	% of total where SIMD area known	No. of GA enrolments	% of total where SIMD area known
1 – most deprived	82	7.2%	67	5.8%	78	6.8%
2	65	5.7%	87	7.6%	87	7.6%
3	92	8.1%	82	7.1%	104	9.1%
4	111	9.8%	111	9.6%	101	8.9%
5	103	9.1%	129	11.2%	122	10.7%
6	113	10.0%	122	10.6%	105	9.2%
7	130	11.5%	150	13.0%	131	11.5%
8	159	14.0%	148	12.9%	160	14.0%
9	160	14.1%	152	13.2%	149	13.1%
10 – least deprived	117	10.3%	103	8.9%	103	9.0%
Unknown	28	-	18	-	26	-
Total	1,160	100.0%	1,169	100.0%	1,166	100.0%

¹⁹ There are a small number of individual data excluded due to postcodes being invalid or situated outside SIMD areas.

Learners in training

Graduate Apprenticeships are structured around a degree programme. Most degrees are completed by individuals over a 4-year period. It is for this reason, therefore, that we would expect many registered learners to still be in training. However, the exception is the Higher Apprenticeship (Civil Engineering at SCQF level 8), which only takes 2 years to complete. Those who started studying for this qualification in 2017/18, 2018/19 and 2019/20 should now have finished their study.

As there are also instances where recognition of prior learning has allowed some GAs to accelerate their studies and begin in either 2nd, 3rd, or 4th year, we would also expect some of these individuals to have completed.

There are some cases where learners may leave their studies early with either partial or no achievement. There are a variety of reasons why an individual may make this decision. Table 11 shows the number and proportion of individuals still in training. As more individuals come to the end of their training, we expect these numbers to drop.

This year's report, therefore, would be the first where we would expect many registered GAs to have completed their course.

Of those who began their GA in 2021/22, there are 1,097 still in training, which means that 69 learners chose to leave their GA early. Of those who started their GA in 2017/18, 11 remain in training. This is due to individuals suspending their studies for a period (which they can do for a period of up to twelve months).

Table 11: GAs in training, as at time of reporting

	2017/18	2018/19	2019/20	2020/21	2021/22
No. in training	11	499	811	956	1,097
% of enrolments	4.0%	54.2%	69.9%	81.8%	94.1%

Early leavers

A Graduate Apprentice is categorised as an early leaver if they leave their apprenticeship before achieving the **full** qualification they were registered for. Early leavers include those who exit at a recognised point at the end of an academic year and gain partial achievement of their qualification.

Table 12 shows the number and proportion of GAs who are classified as early leavers. Additional analysis of the 2021/22 leaver data was carried out and concluded that the pandemic was the most cited reason for learners ending their study early, with half of them leaving within the first 6 months.

Table 12: Early leavers

	2017/18	2018/19	2019/20	2020/21	2021/22
No. of GA enrolments	277	920	1,160	1,169	1,166
Early Leavers with partial achievement	71	188	107	25	-
Early Leavers with no achievements	27	130	193	181	69
Total no. of early leavers	98	318	300	206	69
Total early leavers with partial achievement as % of GA enrolments	25.6%	20.4%	9.2%	2.1%	-
Total early leavers with no achievements as % of GA enrolments	9.7%	14.1%	16.6%	15.5%	5.9%

For the third consecutive year, the highest percentage of early leavers were from the 25-34 age band. This age band also had the greatest number of enrolments. Table 13 outlines all early leavers broken down by age band.

Table 13: Early leavers by age band

Academic Year GA started	Age bands					Total
	16-19	20-24	25-34	35-49	50+	
2017/18						
No. of enrolments	55	107	66	*	*	277
No. of early leavers	*	32	29	25	*	98
% total age band	*	29.9%	43.9%	*	*	35.4%
% total early leavers	*	32.7%	29.6%	25.5%	*	100.0%
2018/19						
No. of enrolments	171	268	230	226	25	920
No. of early leavers	30	89	87	102	10	318
% total age band	17.5%	33.2%	37.8%	45.1%	40.0%	34.6%
% total early leavers	9.4%	28.0%	27.4%	32.1%	3.1%	100.0%
2019/20						
No. of enrolments	217	289	362	266	26	1,160
No. of early leavers	34	72	97	91	6	300
% total age band	15.7%	24.9%	26.8%	34.2%	23.1%	25.9%
% total early leavers	11.3%	24.0%	32.3%	30.3%	2.0%	100.0%
2020/21						
No. of enrolments	181	285	406	264	33	1,169
No. of early leavers	24	33	81	57	11	206
% total age band	13.3%	11.6%	20.0%	21.6%	33.3%	17.6%
% total early leavers	11.7%	16.0%	39.3%	27.7%	5.3%	100.0%
2021/22						
No. of enrolments	221	279	360	264	42	1,166
No. of early leavers	*	20	22	17	*	69
% total age band	*	7.2%	6.1%	6.4%	*	5.9%
% total early leavers	*	30.0%	31.9%	24.6%	*	100.0%

Over the 5-year period, there has been a higher proportion of males leaving their course early than females. Table 14 shows the proportion of early leavers by gender.

Table 14: Early leavers by gender²⁰

	Male	Female	Prefer not to say/ in another way	Total
2017/18				
No. of enrolments	227	48	2	277
No. of early leavers	81	16	1	98
As % of total early leavers	82.7%	16.3%	1.0%	
As % of total male or female enrolments	35.7%	33.3%	-	
2018/19				
No. of enrolments	599	321	-	920
No. of early leavers	211	107	-	318
As % of total early leavers	66.4%	33.6%	-	
As % of total male or female enrolments	35.2%	33.3%	-	
2019/20				
No. of enrolments	782	377	1	1,160
No. of early leavers	214	85	1	300
As % of total early leavers	71.3%	28.3%	0.3%	
As % of total male or female enrolments	27.4%	22.5%	-	
2020/21				
No. of enrolments	757	412	-	1,169
No. of early leavers	133	73	-	206
As % of total early leavers	72.5%	24.6%	-	
As % of total male or female enrolments	17.6%	17.7%	-	
2021/22				
No. of enrolments	767	361	38	1,166
No. of early leavers	50	17	2	69
As % of total early leavers	72.5%	24.6%	2.9%	
As % of total male or female enrolments	6.5%	4.7%	5.3%	

²⁰ We have chosen not to apply disclosure control to prefer not to say/ in another way as they are not referenced elsewhere the report and therefore cannot be identified.

For the second year, Cyber Security L10 had the highest proportion of early leavers in 2021/22, relative to framework uptake. Table 15 outlines the number of early leavers, relative to the number of GAs enrolled on each framework.

Table 15: Early Leavers by framework, relative to GA enrolments

	2017/18		2018/19		2019/20		2020/21		2021/22	
	No.	% of enrolments	No.	% of enrolments	No.	% of enrolments	No.	% of enrolments	No.	% of enrolments
Accounting L10/11	-	-	-	-	*	*	8	18.6%	5	9.8%
Business Management L10	-	-	125	42.7%	80	25.7%	69	17.5%	22	5.8%
Business Management: Financial Services L10	-	-	12	60.0%	-	-	-	-	-	-
Civil Engineering L10	*	*	32	31.7%	31	25.0%	18	17.3%	-	-
Civil Engineering L8	16	45.7%	17	70.8%	11	91.7%	-	-	-	-
Construction and the Built Environment L10	-	-	14	21.9%	21	17.2%	17	17.7%	5	4.2%
Cyber Security L10	*	*	16	29.6%	22	44.0%	10	24.4%	7	15.9%
Cyber Security L11	-	-	6	24.0%	25	47.2%	8	19.0%	5	8.8%
Data Science L10	-	-	-	-	14	31.1%	8	11.8%	*	*
Early Learning and Childcare L9	-	-	-	-	*	*	*	*	-	-
Engineering: Design and Manufacture L10	17	26.6%	33	26.8%	34	26.4%	36	22.2%	8	5.6%
Engineering: Instrumentation, Measurement and Control L10	-	-	9	37.5%	12	33.3%	*	*	-	-
IT: Management for Business L10	29	44.6%	26	56.5%	14	26.4%	8	22.9%	*	*
IT: Software Development L10	33	34.7%	28	21.7%	28	17.9%	18	14.3%	14	10.9%
Total	98	-	318	-	300	-	206	-	69	-

Achievers

Graduate Apprentices who complete their full qualification and finish by the expected end date are defined as achievers, achieving all components of their GA.

Civil Engineering at level 8 takes two years to complete, and Early Learning and Childcare at level 9 takes 3 years to complete, all other GA frameworks are 4-year degree programmes. This report, therefore, is the first year that a high proportion of the first cohort of GAs in 2017/18 has their full achievements reported. Previous years have reported achievements, generally from Civil Engineering at level 8, or those who were able to start their studies at an advanced point of entry due to recognition of prior learning (RPL).

Data provided for 2018/19 onward are not final achievement figures as most individuals are still in training. For those that have achieved, this is likely due to RPL which enabled enrolment in the second or third year of the degree programme.

Summary

Table 16 provides a summary of the status of all GAs, to date. This shows where all enrolled GAs are in terms of their apprenticeship journey. It also highlights the number of individuals that left their degree programme early but did so at a recognised exit point, therefore partially achieving their GA.

Of the 2021/22 enrolments, eleven Graduate Apprentices were made redundant. Of those, 8 were supported into another Graduate Apprenticeship with a new employer, with 5 benefitting from Adopt an Apprentice support.

Table 16: Status of all GAs

	2017/18		2018/19		2019/20		2020/21		2021/22	
	No.	% of enrolments	No.	% of enrolments	No.	% of enrolments	No.	% of enrolments	No.	% of enrolments
			As most individuals from 2018/19 onwards are still in training, these are not final achievement figures and will increase over time							
Achievers	168	60.6%	102	11.1%	46	4.0%	*	*	-	-
Partial Achievers	71	25.6%	188	20.4%	107	9.2%	25	2.1%	-	-
Early Leavers with no achievements	27	9.7%	130	14.1%	193	16.6%	181	15.5%	69	5.9%
Still in Training	11	4.0%	499	54.2%	811	69.9%	956	81.8%	1,097	94.1%
Made Redundant ²¹	-	-	1	0.1%	3	0.3%	*	*	-	-
Total GAs	277	100.0%	920	100.0%	1,160	100.0%	1,169	100.0%	1,166	100.0%

Achievement

Across the first two years, the greatest **number** of achievements were in IT: Software Development, this is unsurprising given the high volume of enrolments on this framework. Table 17 shows a breakdown of achievers by each GA framework, alongside the number of enrolments and achievement rate. Achievement rates for 2018/19 and 2019/20 will increase as more GAs complete their study. For 2019/20, the highest **rate** of achievement is among those enrolled for Cyber Security Level 11.

²¹ We have chosen not to apply disclosure control to those who have been made redundant as they are not referenced elsewhere the report and therefore cannot be identified

Table 17: Achievers by framework

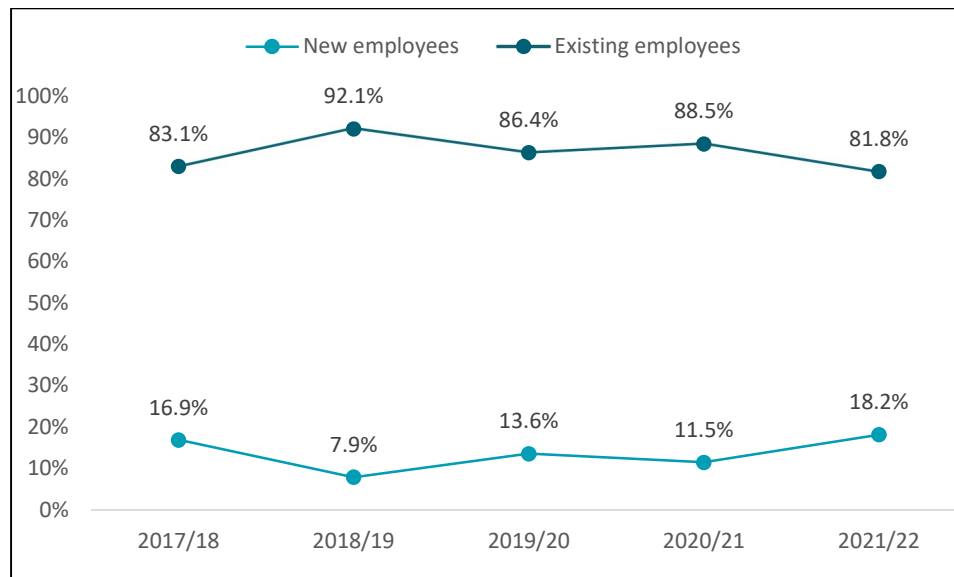
Framework	2017/18			2018/19			2019/20		
	Achievers	Enrolments	Achieve rate	Achievers	Enrolments	Achieve rate to date	Achievers	Enrolments	Achieve rate to date
				As most individuals from 2018/19 onwards are still in training, these are not final achievement figures and will increase over time					
Accounting	-	-	-	-	-	-	-	38	-
Business Management	-	-	-	12	293	4.1%	*	311	*
Business Management: Financial Services	-	-	-	-	20	-	-	-	-
Civil Engineering L10	*	12	*	10	101	9.9%	*	124	*
Civil Engineering L8	19	35	54.3%	7	24	29.2%	-	12	-
Construction and the Built Environment	-	-	-	*	64	-	*	122	*
Cyber Security L10	*	6	*	12	54	22.2%	6	50	12.0%
Cyber Security L11	-	-	-	18	25	72.0%	22	53	41.5%
Data Science	-	-	-	-	17	-	-	45	-
Early Learning and Childcare	-	-	-	-	-	-	-	31	-
Engineering: Design and Manufacture	43	64		13	123	10.6%	-	129	-
Engineering: Instrumentation, Measurement and Control	-	-	-	-	24	-	-	36	-
IT: Management for Business	34	65	52.3%	*	46	-	8	53	15.1%
IT: Software Development	59	95	62.1%	24	129	18.6%	-	156	-
Total	168	277	60.6%	102	920	10.4%	46	1,160	3.1%

Employers

New and existing employees

GA employers can be of any size and based anywhere in Scotland. By offering Graduate Apprenticeships, they are committing to supporting an apprentice throughout their study, which can be up to 4 years. The trend, since the inception of Graduate Apprenticeships, is for **existing** employees to start a Graduate Apprenticeship, with 81.8% of GAs having already been in a job with their employer, prior to their GA commencing. However the proportion of GAs that were new employees increased significantly in 2021/22 (+6.7pp relative to 2020/21). Figure 5 shows the 5-year trend.

Figure 5: Graduate Apprentices – split between new and existing employees, at point of enrolment²²



²² 128 GAs this year stated they did not remember how long they had been employed

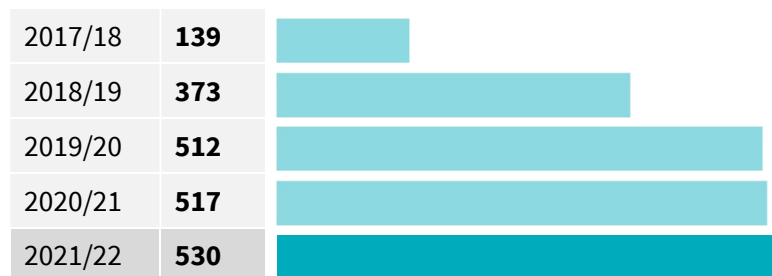
In 2021/22, all frameworks included enrolments from both new and existing employees, a change from the previous year, where 1 of the 12 frameworks had existing employees only. With the exception of Accounting, all other frameworks had an increase in the proportion of new employees. Business Management, Civil Engineering L10 and Engineering: Design and Manufacture, in particular, saw a big increase in the proportion of new employees.

Table 89: Graduate Apprentices – split between **new** and **existing** employees, at point of enrolment (by framework)

Framework	2017/18		2018/19		2019/20		2020/21		2021/22	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Accounting	-	-	-	-	78.9%	21.1%	70.0%	30.0%	73.5%	26.5%
Business Management	-	-	96.6%	3.4%	94.8%	5.2%	97.3%	2.7%	92.4%	7.6%
Business Management: Financial Services	-	-	100.0%	-	-	-	-	-	-	-
Civil Engineering L10	91.7%	8.3%	89.1%	10.9%	86.7%	13.3%	87.9%	12.1%	69.9%	30.1%
Civil Engineering L8	100.0%	-	100.0%	-	91.7%	8.3%	-	-	-	-
Construction and the Built Environment	-	-	85.9%	14.1%	77.2%	22.8%	84.6%	15.4%	84.3%	15.7%
Cyber Security L10	100.0%	-	79.6%	20.4%	95.7%	4.3%	83.8%	16.2%	75.0%	25.0%
Cyber Security L11	-	-	100.0%	-	100.0%	-	94.7%	5.3%	92.9%	7.1%
Data Science	-	-	58.8%	41.2%	77.3%	22.7%	84.6%	15.4%	84.0%	16.0%
Early Learning and Childcare	-	-	-	-	48.1%	51.9%	90.6%	9.4%	68.0%	32.0%
Engineering: Design and Manufacture	93.8%	6.3%	98.4%	1.6%	92.1%	7.9%	94.4%	5.6%	85.9%	14.1%
Engineering: Instrumentation, Measurement and Control	-	-	100.0%	-	86.1%	13.9%	100.0%	-	89.5%	10.5%
IT: Management for Business	93.9%	6.2%	87.0%	13.0%	85.7%	14.3%	90.0%	10.0%	87.1%	12.9%
IT: Software Development	63.2%	36.8%	87.6%	12.4%	74.4%	25.6%	60.5%	39.5%	53.0%	47.0%
Total	83.1%	16.9%	92.1%	7.9%	86.4%	13.6%	88.5%	11.5%	81.8%	18.2%

The number of employers taking on a GA in 2021/22 has increased slightly compared to 2020/21. With only a small number of very large employers in Scotland, this is a reasonable reflection of the employer base, where we would expect most employers to have capacity for a limited number of apprentices. Figure 6 shows the number of employers engaged each year. **Note: SDS undertakes ongoing cleansing exercises to improve the quality of employer data in FIPS. This means that there may be small differences with figures reported in previous publications.**

Figure 6: No of GA employers²³



Location of GA employers

In 2021/22, City of Edinburgh and Glasgow City Council areas once again had the greatest proportion of GA employers. This is reflective of the number of enrolments to GAs at universities in these areas, as well as both being densely populated cities. For the fourth consecutive year, all local authority areas had at least one employer with a Graduate Apprentice. In 2021/22, 29 employers had sites in more than one local authority area, meaning the total number of employers when broken down by local authority, is higher than that in figure 6.

A full breakdown and proportion of employers in each local area can be found in the [supplementary tables](#).

Concluding remarks

The number of enrolments in Graduate Apprenticeships, since 2017 has increased from less than 300 to around 1,160 each academic year. Employer engagement has also gradually increased, and we are starting to see some of the demonstrable outcomes from the earlier academic years now that apprentices are nearing or have completed their degree courses.

²³ Note that employers with multiple sites or locations are counted once only.

Notes for readers

Statistics associated with Graduate Apprentices including enrolments, in training, leavers and achievements are provided here in summary form. More detailed data tables and further information can be found within the [supplementary tables](#), in line with our official statistics publications.

Previously published reports can also be accessed on SDS's website.

Graduate Apprenticeship data was sourced from SDS's Financial and Information Processing System (FIPS) in line with other SDS apprenticeship programmes. This system provides assurance of rigour and robustness in our reporting.

Data in this report is from a FIPS extract taken on 16th August 2022.

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

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

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

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

Definitions for terminology used in this report:

■ **Enrolments:** The number of new apprentices registered on a GA framework at the beginning of each academic year, regardless of entry point.

■ **In training:** The number of apprentices currently actively undertaking their GA, including those in suspended study (which individuals can do for a period of up to 12 months, before being automatically withdrawn) and those re-sitting exams.

■ **Early leavers:** All apprentices who leave their apprenticeship before achieving the full qualification they were registered for, including those who exit at a recognised exit point (e.g., achieve a qualification at SCQF level 9 rather than 10).

■ **Partial achievers:** Any apprentice who does not achieve the full qualification they were registered for but is recognised for achieving quantifiable component parts of their qualification.

■ **Achievers:** Those who exit the GA with the full SCQF level Graduate or Higher Apprenticeship they registered for.

■ **Achievement rate:** This is calculated by dividing the total number of achievers by the number of enrolments and is based on the academic year of initial enrolment.

■ **New employee/existing employee classification:** Apprentices are defined as an existing employee if they started work with their employer up to 6 months before beginning their GA