Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

Skills Development Scotland

Graduate Apprenticeship Report

Published 2 July 2025

Incorporates data from 2017/18 to 2022/23

CONTENTS

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 11[1].

As well as offering Graduate Apprenticeships, universities also offer qualifications outlined in table 1. To provide some context, in 2022/23 there were 131,560[2] entrants to Higher Education Institutions, with a total university student population of 292,240.

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.

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[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 stepping stone to the GA in Civil Engineering at Level 10.

[2] HE Students and Qualifiers at Scottish Institutions 2022/23

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.

The format of the report was revised last year 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 2022/23.

2022/23 is the first year that GA data has been taken solely from HESA student population data to populate this report. At this time HESA does not have comparable data for the comparison between new and existing employees. SFC aims to understand what data can be provided for future reporting.

Detailed GA supplementary data tables are available in Excel format on the SFC website.

We welcome user feedback on the changes made, or on any aspect of this report. Please contact apprenticeships@sfc.ac.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 12 learning providers delivering Graduate Apprenticeships, of which 11 had new GA entrants in 2022/23 (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 with first year entrants

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
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**	**11**

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 (SFC) for any new entrants from academic year 2021/22 onward. The SFC is accountable for the funding it allocates to universities and to ensure that university provision is of high quality. Skills Development Scotland (SDS) and SFC are working in collaboration to support the delivery of Graduate Apprenticeships in Scotland.

Economic context

In September 2022, when most GA entrants commenced their studies in AY 2022/23, Scotland began to show signs of early economic growth after the impact from the Covid pandemic with businesses adjusting to new working models, including hybrid and remote work. In 2022/23 Scotland's rate of unemployment was below the UK rate, with economic inactivity levels above the UK rate.

Inflation rates in Scotland peaked at over 10% in 2022 leading to a significant rise in the cost of living. Employers faced higher operational costs however new entrants to GA programmes in AY 2022/23 were largely uninterrupted by the pandemic.

Key Results

- Since 2017, when they were first introduced, **5,830** individuals have enrolled on a Graduate Apprenticeship.

No. of GA entrants, by academic year

Year	Enrolments	
2017/18	277	
2018/19	920	
2019/20	1160	
2020/21	1169	
2021/22	1166	
2022/23	1140	

- In 2022/23 there was an increase in GA entrants from those aged **under 25** (48.6% of all entrants, up from 42.9% in 2021/22).

- **59.1%** of all GA entrants in 2022/23 were in a STEM-related framework.

- The universities with the greatest volume of new GA entrants in 2022/23 were Glasgow Caledonian University, University of Strathclyde and Robert Gordon University.

- The most popular GA framework continued to be Business Management with **30.7%** of the total new entrants.

- The proportion of female entrants at GA level continued to increase, now at **36.6%**, up by 4.6 percentage points in 2022/23.

- The proportion of GAs who self-identified as minority ethnic was **5.9%** in 2022/23, up by 1.8 percentage points from 2021/22.

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. Recognition of prior learning (RPL) improves the accessibility of GAs and provides an effective route into the appropriate point in the degree programme. In 2022/23, the proportion of GAs starting their course in year 2 has dropped slightly to 13.2%, from 13.6% in 2020/21 and 2021/22, with the proportion of GAs starting their course in year 1 increasing. Table 2 provides a summary of the number and proportion of individuals accessing the GA at each entry point, over a 6-year period.

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

Degree course year of entry	2017/18		2018/19		2019/20		2020/21		2021/22		2022/23[3]	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Year 1	230	83.0%	815	88.6%	975	84.1%	941	80.5%	962	82.5%	960	84.2%
Year 2	24	8.7%	57	6.2%	146	12.6%	159	13.6%	159	13.6%	150	13.2%
Year 3 or Year 4	23	8.3%	48	5.2%	39	3.4%	69	5.9%	45	3.9%	25	2.3%
Total	**277**	**100.0%**	**920**	**100.0%**	**1,160**	**100.0%**	**1,169**	**100.0%**	**1,166**	**100.0%**	**1,140**[4]	**100.0%**

Figure 2 shows the proportion of all GAs who have bypassed at least year 1 of their degree (i.e., started in year 2, 3 or 4) via RPL. The proportion of GA entrants who benefitted from RPL slightly declined by 1.9 percentage points (pp) in 2022/23. It should be noted that these numbers are low, so will easily fluctuate year on year.

Figure 2: Proportion of GAs with RPL [6-year trend]
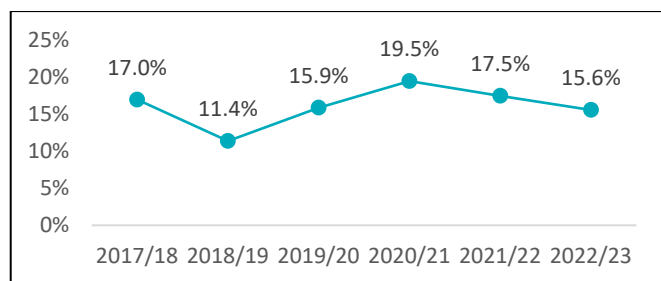
GA frameworks

There were 12 GA frameworks available in AY 2022/23[5]. 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 fifth consecutive year. In 2022/23, the Early Learning and Childcare GA framework had the highest number of entrants in the four years it has been available.

Table 3: GA entrants by framework

Framework	2017/18		2018/19		2019/20		2020/21		2021/22		2022/23	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Accounting L10/11	-	-	-	-	38	3.3%	43	3.7%	51	4.4%	55	4.8%
Business Management L10	-	-	293	31.8%	311	26.8%	394	33.7%	377	32.3%	350	30.6%
Business Management: Financial Services[6] L10	-	-	20	2.2%	-	-	-	-	-	-	-	-
Civil Engineering L10	12	4.3%	101	11.0%	124	10.7%	104	8.9%	101	8.7%	125	11.0%
Civil Engineering L8[7]	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%	100	8.9%
Cyber Security L10	6	2.2%	54	5.9%	50	4.3%	41	3.5%	44	3.8%	50	4.2%
Cyber Security L11	-	-	25	2.7%	53	4.6%	42	3.6%	57	4.9%	50	4.5%
Data Science L10	-	-	17	1.8%	45	3.9%	68	5.8%	52	4.5%	55	5.0%
Early Learning and Childcare L9	-	-	-	-	31	2.7%	40	3.4%	*	*	50	4.4%
Engineering: Design and Manufacture L10	64	23.1%	123	13.4%	129	11.1%	162	13.9%	142	12.2%	120	10.4%
Engineering: Instrumentation, Measurement & Control L10	-	-	24	2.6%	36	3.1%	18	1.5%	*	*	20	*
IT: Management for Business L10	65	23.5%	46	5.0%	53	4.6%	35	3.0%	32	2.7%	35	*
IT: Software Development L10	95	34.3%	129	14.0%	156	13.4%	126	10.8%	129	11.1%	130	11.3%
Undisclosed framework[8]	-	-	-	-	-	-	-	-	38	3.3%	-	-
Total	**277**	**100.0%**	**920**	**100.0%**	**1,160**	**100.0%**	**1,169**	**100.0%**	**1,166**	**100.0%**	**1,140**	**100%**

[5] Civil Engineering and Cyber Security are available at 2 SCQF levels and are therefore classed as separate frameworks.

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

[7] Civil Engineering at SCQF Level 8 was a two-year Higher Apprenticeship and is no longer offered.

[8] 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 entrants by age

Collectively, under 25s accounted for almost half (48.6%) of all new GA entrants in 2022/23, while the wider 16-34 age group accounted for 76.4%. The proportion of new entrants in the 16-19 age band has increased by 6.0 percentage points from 2021/22 to 2022/23 and the 25-34 age band continues to be the most dominant age group, having the greatest proportion of entrants for the fourth year in a row. However, the actual number of entrants in the 25-34 age band has, for the second year in a row, decreased by 3.0 percentage points.

Table 4: GA entrants by age band

Academic Year	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
2022/23	**285**	**270**	**315**	**240**	**30**	**1,140**

Figure 3: Proportion of GA entrants by age band [5-year trend]

16-19 years

20-24 years

25-34 years

35-49 years

50+ years
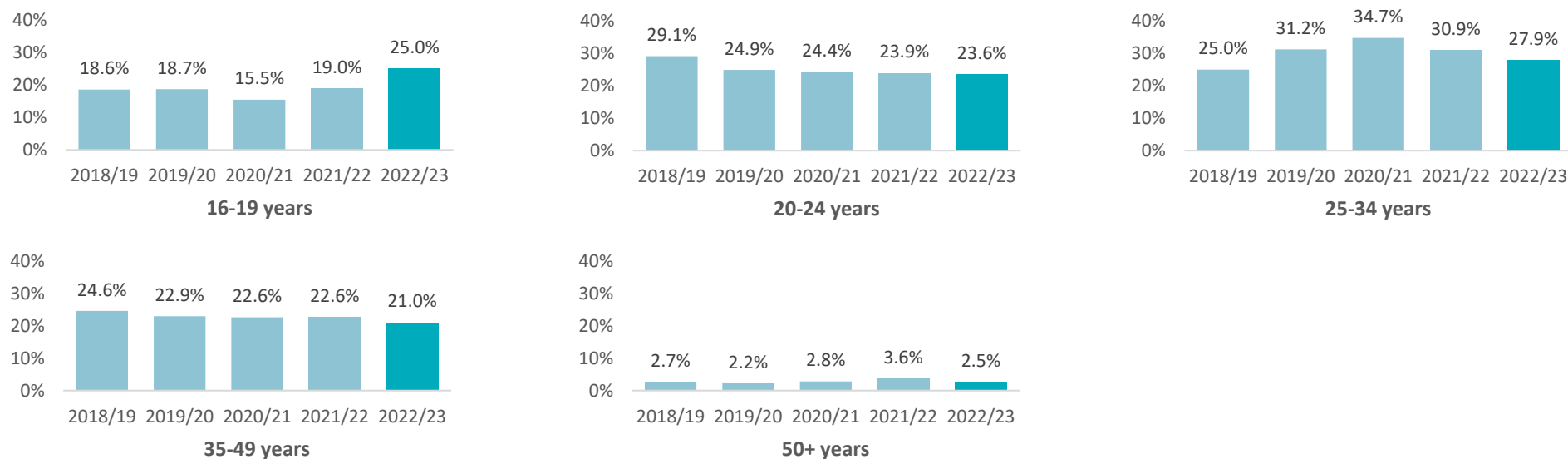
GA entrants by gender[9]

In 2022/23, the proportion of female entrants enrolling on a GA was 36.6%, an increase of 4.6 percentage points relative to 2021/22. This is the highest proportion of female entrants enrolling on a GA programme since they were introduced in AY 2017/18.

Table 5: Proportion of GA entrants by gender (where either male or female selected)

Academic Year	% Male	% 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%
2022/23	**63.4%**	**36.6%**

There is an increase in the proportion of female entrants enrolling on STEM GA frameworks most notably Construction, and a return to the previous gender balance in IT: Management for Business, and a continued increase in the proportion of females enrolling in IT: Software Development.

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

Framework	2017/18		2018/19		2019/20		2020/21		2021/22		2022/23	
	Male	Female	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%	36.4%	63.6%
Business Management L10	-	-	34.8%	65.2%	46.6%	53.4%	50.5%	49.5%	49.1%	50.9%	48.9%	51.1%
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%	84.7%	15.3%
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%	67.0%	33.0%
Cyber Security L10	83.3%	16.7%	81.5%	18.5%	90.0%	10.0%	82.9%	17.1%	*	*	83.3%	16.7%
Cyber Security L11	-	-	84.0%	16.0%	86.8%	13.2%	81.0%	19.0%	91.2%	8.8%	81.6%	18.4%
Data Science L10	-	-	76.5%	23.5%	57.8%	42.2%	64.7%	35.3%	65.4%	34.6%	71.4%	28.6%
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%	82.9%	17.1%
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%	67.6%	32.4%
IT: Software Development L10	75.8%	24.2%	79.1%	20.9%	76.8%	23.2%	76.2%	23.8%	79.8%	20.2%	73.6%	26.4%

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[9] In 2022/23, entrants who recorded 'Other' or are Unknown have been excluded due to low reported figures.

GA entrants by provider and framework

There were 11 GA providers in 2022/23. The universities with the greatest volume of new GA entrants were Glasgow Caledonian University, University of Strathclyde, and Robert Gordon University.

The breakdown of GA entrants by GA provider and by framework is shown in table 7.

Table 7: Number of GA entrants by GA provider and framework

GA providers	Accounting	Business Management	Civil Engineering L10	Construction and Built Environment	Cyber Security L10	Cyber Security L11	Data Science	Early Learning & Childcare	Engineering Design & Manufacture	Engineering IMC[10]	IT: Management for Business	IT: Software Development	Total
Edinburgh Napier University		25	15	35	25		5		5		15	15	**135**
Glasgow Caledonian University	30	95	15	25	25	10	20		25		5	20	**265**
Heriot-Watt University		25	25	25			10		20	10	5	10	**125**
Queen Margaret University		5											**5**
Robert Gordon University	25	85		15		15	10		15	10			**175**
University of Dundee		30	15						10		5	5	**70**
University of Glasgow												40	**40**
University of Stirling							10						**10**
University of Strathclyde		55	40			25			40		5	35	**205**
Univ. of Highlands and Islands			5					30					**35**
Univ. of the West of Scotland		30	15						20	5		5	**75**
Total	**55**	**350**	**125**	**100**	**50**	**50**	**55**	**50**	**120**	**20**	**35**	**130**	**1,140**

[10] IMC: Instrumentation, Measurement and Control

STEM frameworks

Based on the current definition of science, technology, engineering, or maths (STEM) related frameworks, as agreed with Scottish Government, nine of the GA frameworks are classed as STEM[11]. Those **not** fulfilling the current STEM criteria are:

- Accounting
- Business Management
- Early Learning and Childcare

The number of GA entrants to STEM frameworks, regardless of gender, accounted for 59.1% in 2022/23, down 0.6 percentage points on the previous year[12].

Figure 4 shows the proportion of female entrants, as a percentage of all male and females, enrolled in a GA in a STEM framework since 2017/18. In 2022/23, this increased to 22.4% from 19.4% in 2021/22. Of the STEM frameworks, only Civil Engineering and Data Science frameworks reported a drop in proportion of females from 2021/22.

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

Figure 4: Proportion of female entrants enrolled on a STEM related GA Framework

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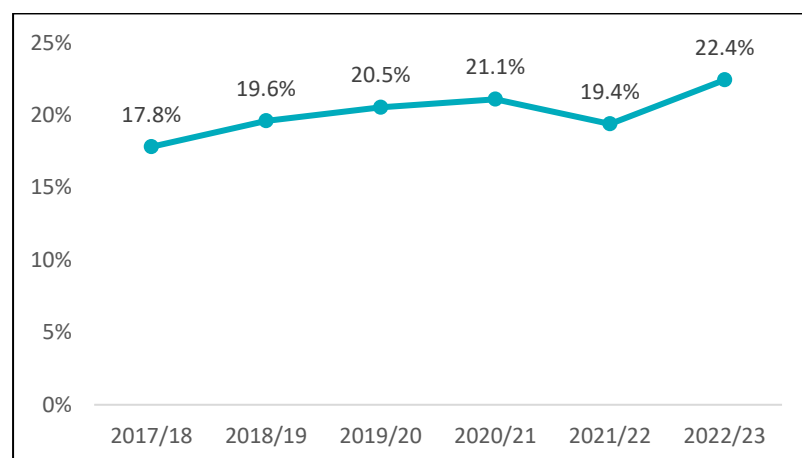
[11] Joint Information Systems Committee (JISC) do not define Construction and the Built Environment to be STEM related subjects but have been included in 2022/23 to align to previous reporting by SDS, and definitions previously agreed with Scottish Government.
[12] In 2021/22 report, STEM subjects were reported to be 60.7% of all entrants but this has been reviewed to be 59.7%.

Equalities

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

Disability

In Scotland, 20.7%[13] of the working age population described themselves as having a disability in 2022/23. In addition, 21.1%[14] of Scottish-domiciled entrants to full-time first-degree courses at university had a declared disability. In 2022/23, the proportion of GAs self-declaring an impairment, health condition or learning disability was 12.8%, an increase from all previous reporting periods. Table 8 below shows the six-year trend.

Table 8: Number and proportion of GA entrants by framework and gender, where known [6-year trend][15]

Disabled	2017/18		2018/19		2019/20		2020/21		2021/22		2022/23	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Disabled	19	7.6%	69	7.8%	114	10.0%	109	9.6%	107	9.6%	145	12.8%
Not disabled	230	92.4%	819	92.2%	1,028	90.0%	1,029	90.4%	1,012	90.4%	990	87.2%
Prefer not to say	11	-	20	-	18	-	31	-	47	-	-	-
Total	**260[16]**	**100.0%**	**908**	**100.0%**	**1,160**	**100.0%**	**1,169**	**100.%**	**1,166**	**100.0%**	**1,140**	**100.0%**

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[13] Disability - Scottish Government 2023
[14] Report On Widening Access 2022/23 https://www.sfc.ac.uk/publications/report-on-widening-access-2022-23/
[15] Percentages do not include 'prefer not to say'
[16] Self-identified disability status is unknown for GAs from one provider for 2017/18 and 2018/19

Ethnicity

The proportion of GA entrants self-identifying as minority ethnic increased in 2022/23 to 5.9%. In Scotland, 4%[17] of the population are minority ethnic. Table 9 shows the breakdown of GAs by ethnicity.

In 2022/23, minority ethnic representation was highest in IT: Software Development (16.0%), followed by Cyber Security L11 at (14.3%).

Table 9: Number and proportion of GA entrants by self-identified ethnicity[18]

Ethnicity	2017/18		2018/19		2019/20		2020/21		2021/22		2022/23	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Minority ethnic[19]	*	*	31	3.5%	50	4.3%	59	5.1%	46	4.1%	65	5.9%
White	246	*	858	96.5%	1,102	95.7%	1,097	94.9%	1,081	95.9%	1,035	94.1%
Prefer not to say / Unknown[20]	*	*	19	-	8	-	13	-	39	-	35	-
Total	**260**[21]	**100.0%**	**908**	**100.0%**	**1,160**	**100.0%**	**1,169**	**100.0%**	**1,166**	**100.0%**	**1,140**	**100.0%**

[17] Scotland's Census 2011: https://www.scotlandscensus.gov.uk/census-results/at-a-glance/ethnicity/

[18] Percentages exclude prefer not to say / unknown

[19] Mixed or Multiple; Asian; African; Caribbean or Black; Arab; and Another ethnic group

[20] Prefer not to say is not recorded with HESA data for 2022/23 – only BME, White or Unknown

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

Care experience

In 2020/21, 1.8%[22] of Scottish-domiciled full time first-degree entrants were care-experienced.

In 2022/23, the number of GAs self-identifying as being care-experienced remained low for the fourth consecutive year, falling back below 5. The breakdown of GA entrants by self-identified care-experience is shown in table 10.

Table 10: Number and proportion of GA entrants by self-identified care-experience[23]

Care Experienced	2017/18		2018/19		2019/20		2020/21		2021/22		2022/23	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
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%**	**1,140**	**100.0%**

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[22] Report on Widening Access 2022/23: https://www.sfc.ac.uk/publications/report-on-widening-access-2022-23/
[23] Self-identified care experience status is unknown for GAs from one learning provider for 2017/18 and 2018/19

Local Authority

To undertake a GA, a person must be employed 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 2022/23 10.9% of GAs resided in Glasgow City, yet 22.2% of GAs worked with an employer based in Glasgow City.

In 2022/23, 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 four years. Given that Glasgow City has the highest population of all Scottish local authorities, this is unsurprising.

In 2022/23, the highest proportion of all GAs lived in:

Glasgow City – 10.9%

North Lanarkshire – 8.3%

Aberdeenshire – 7.2%

City of Edinburgh – 6.8%

Fife – 6.8%

In 2022/23, the highest proportion of GAs were with employers based in:

Glasgow City – 22.2%

City of Edinburgh – 14.1%

Aberdeen City – 11.7%

Highland – 5.9%

Fife – 5.4%

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 entrants by SIMD involves matching apprentice home address postcodes to SIMD data.

In 2022/23, the proportion of registered GAs living in the 10% most deprived areas (decile 1) decreased slightly by 0.2 percentage points. The 2022/23 enrolment data for GA entrants showed that 25.6% of GAs lived in the 20% <u>least</u> deprived areas compared to 13.3% in the 20% most deprived areas.

Table 11: Number and proportion of GA entrants by SIMD area – 4-year trend[24]

SIMD area	2019/20		2020/21		2021/22		2022/23	
	No. of GA entrants	% of total where SIMD area known	No. of GA entrants	% of total where SIMD area known	No. of GA entrants	% of total where SIMD area known	No. of GA entrants	% of total where SIMD area known
1 – most deprived	82	7.2%	67	5.8%	78	6.8%	75	6.6%
2	65	5.7%	87	7.6%	87	7.6%	75	6.7%
3	92	8.1%	82	7.1%	104	9.1%	85	7.8%
4	111	9.8%	111	9.6%	101	8.9%	95	8.3%
5	103	9.1%	129	11.2%	122	10.7%	135	12.1%
6	113	10.0%	122	10.6%	105	9.2%	95	8.3%
7	130	11.5%	150	13.0%	131	11.5%	130	11.6%
8	159	14.0%	148	12.9%	160	14.0%	145	13.0%
9	160	14.1%	152	13.2%	149	13.1%	170	15.1%
10 – least deprived	117	10.3%	103	8.9%	103	9.0%	115	10.5%
Unknown	28	-	18	-	26	-	20	-
Total	**1,160**	**100.0%**	**1,169**	**100.0%**	**1,166**	**100.0%**	**1,140**	**100.0%**

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[24] 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 prior to 2020/21 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, 3[rd,] 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 12 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.

Of those who began their GA in 2022/23, there are 1,020 still in training, which means that 10.6% of learners chose to leave their GA early.

Table 12: GAs in training, as at time of reporting[25]

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
No. in training	0	9	76	470	884	1,020
Starts	277	920	1,160	1,169	1,166	1,140
% of entrants	*	*	6.6%	40.2%	75.8%	89.4%

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[25] GA entrants and numbers in training for 2017/18 – 2021/22 were provided by SDS, but in 2022/23 these were supplied by SFC from 2022/23 HESA student data

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 13 shows the number and proportion of GAs who are classified as early leavers.

Table 13: Early leavers[26]

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
No. of GA entrants	277	920	1,160	1,169	1,166	1,140
Early Leavers with partial achievement	74	277	299	233	-	5
Early Leavers with no achievements	27	130	204	247	281	115
Total no. of early leavers	101	407	503	480	281	120
Total early leavers with partial achievement as % of GA entrants	26.7%	30.1%	25.8%	19.9%	-	*
Total early leavers with no achievements as % of GA entrants	9.7%	14.1%	17.6%	21.1%	24.1%	*
Total early leavers as % of GA entrants	36.5%	44.2%	43.4%	41.1%	24.1%	10.6%

For the fourth consecutive year, the highest percentage of early leavers were from the 25-34 age band. This age band also had the greatest number of entrants. Table 14 outlines all early leavers broken down by age band.

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[26] Note early leaver rates will likely increase as these cohorts continue through their studies.

Table 14: 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 entrants	55	107	66	*	*	277
No. of early leavers	*	33	30	*	*	101
% total age band	*	30.8%	45.5%	55.6%	*	36.5%
% total early leavers	*	32.7%	29.7%	24.8%	*	100.0%
2018/19						
No. of entrants	171	268	230	226	25	920
No. of early leavers	40	105	114	136	12	407
% total age band	23.4%	39.2%	49.6%	60.2%	48.0%	44.2%
% total early leavers	9.8%	25.8%	28.0%	33.4%	2.9%	100.0%
2019/20						
No. of entrants	217	289	362	266	26	1,160
No. of early leavers	57	116	170	145	15	503
% total age band	26.3%	40.1%	47.0%	54.5%	57.7%	43.4%
% total early leavers	11.3%	23.1%	33.8%	28.8%	3.0%	100.0%
2020/21						
No. of entrants	181	285	406	264	33	1,169
No. of early leavers	38	97	194	134	17	480
% total age band	21.0%	34.0%	47.8%	50.8%	51.5%	41.1%
% total early leavers	7.9%	20.2%	40.4%	27.9%	3.5%	100.0%
2021/22						
No. of entrants	221	279	360	264	42	1,166
No. of early leavers	36	72	95	67	11	281
% total age band	16.3%	25.8%	26.4%	25.4%	26.2%	24.1%
% total early leavers	12.8%	25.6%	33.8%	23.8%	3.9%	100.0%
2022/23						
No. of entrants	285	270	315	240	30	1,040
No. of early leavers	20	30	35	30	5	120
% total age band	7.0%	11.9%	10.7%	13.4%	10.3%	10.6%
% total early leavers	19.8%	31.7%	33.7%	31.7%	3.0%	100.0%

Table 15: Early leavers by gender[27]

	Male	Female	Prefer not to say/ in another way	Total
2017/18				
No. of entrants	227	48	2	277
No. of early leavers	83	16	2	101
As % of total male or female entrants	36.6%	33.3%	100.0%	36.5%
% total early leavers	82.2%	15.8%	2.0%	100.0%
2018/19				
No. of entrants	599	321	-	920
No. of early leavers	265	142	-	407
As % of total male or female entrants	44.2%	44.2%	-	44.2%
% total early leavers	65.1%	34.9%	-	100.0%
2019/20				
No. of entrants	782	377	1	1,160
No. of early leavers	335	167	1	503
As % of total male or female entrants	42.8%	44.3%	100.0%	43.4%
% total early leavers	66.6%	33.2%	0.2%	100.0%
2020/21				
No. of entrants	757	412	-	1,169
No. of early leavers	319	161	-	480
As % of total male or female entrants	42.1%	39.1%	-	41.1%
% total early leavers	66.5%	33.5%	-	100.0%
2021/22				
No. of entrants	767	361	38	1,166
No. of early leavers	173	93	15	281
As % of total male or female entrants	22.6%	25.8%	39.5%	24.1%
% total early leavers	61.6%	33.1%	5.3%	100.0%
2022/23				
No. of entrants	715	410	10	1,140
No. of early leavers	60	60	5	120
As % of total male or female entrants	8.5%	14.3%	8.3%	10.6%
% total early leavers	50.40%	48.80%	0.80%	100.00%

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[27] SDS chose 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.

Over the 5-year period, there has been a higher proportion of males leaving their course early than females. Table 15 above shows the proportion of early leavers by gender.

Data Science L10 had the highest proportion of early leavers in 2022/23, relative to framework uptake. Table 16 outlines the number of early leavers, relative to the number of GAs enrolled on each framework.

Table 16: Early Leavers by framework, relative to GA entrants

Framework	2017/18		2018/19		2019/20		2020/21		2021/22		2022/23	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Accounting L10/11	-	-	-	-	9	23.7%	12	27.9%	14	27.5%	5	12.7%
Business Management L10	-	-	158	53.9%	160	51.4%	186	47.3%	100	27.7%	40	11.2%
Business Management: Financial Services L10	-	-	13	65.0%	-	-	-	-	-	-	-	-
Civil Engineering L10	*	*	42	41.6%	47	37.9%	33	31.7%	26	-	15	-
Civil Engineering L8	16	45.7%	17	70.8%	11	91.7%	-	-	-	-	-	-
Construction and the Built Environment L10	-	-	19	29.7%	37	30.3%	31	32.3%	21	17.4%	5	6.9%
Cyber Security L10	*	*	28	51.9%	30	60.0%	19	46.3%	18	40.0%	5	10.4%
Cyber Security L11	-	-	7	28.0%	15	28.3%	9	21.4%	17	29.8%	5	3.9%
Data Science L10	-	-	1	-	27	60.0%	27	39.7%	8	14.3%	10	15.8%
Early Learning and Childcare L9	-	-	-	-	8	25.8%	7	17.5%	10	-	15	-
Engineering: Design and Manufacture L10	18	28.1%	43	35.0%	54	41.9%	74	45.7%	30	21.0%	10	7.6%
Engineering: Instrumentation, Measurement and Control L10	-	-	11	45.8%	20	55.6%	15	83.3%	-	-	5	-
IT: Management for Business L10	29	44.6%	30	65.2%	29	54.7%	18	51.4%	6	18.8%	5	10.8%
IT: Software Development L10	34	35.8%	38	29.5%	56	35.9%	49	38.9%	31	23.7%	10	7.0%
Total	**101**	**-**	**407**	**-**	**503**	**-**	**480**	**-**	**281**	**-**	**120**	**-**

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.

Data provided for 2019/20 onward are not final achievement figures as most individuals are still in training. For those that have achieved, this is likely due to recognition of prior learning which enabled enrolment in the second or third year of the degree programme.

Summary

Table 17 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.

The table only reports up to 2021/22 as there were no starters in 2022/23 who achieved their aimed level of study, which is expected as the majority are in their first year of study. Of the 2022/23 entrants, seven Graduate Apprentices were made redundant. Of those, five were supported into another Graduate Apprenticeship with a new employer, with three benefitting from Adopt an Apprentice support. Achievement for GAs from subsequent years will be included in future reports.

Table 17: Status of all GAs

	2017/18		2018/19		2019/20		2020/21		2021/22	
	No.	%	No.	%	No.	%	No.	%	No.	%
			As there are still individuals in training, these are not final achievement figures and will increase over time							
Achievers	175	63.2%	504	54.8%	581	50.1%	214	18.3%	-	-
Partial Achievers	74	26.7%	277	30.1%	299	25.8%	233	19.9%	-	-
Early Leavers with no achievements	28	10.1%	130	14.1%	204	17.6%	247	21.1%	281	24.1%
Still in Training	-	-	9	1.0%	76	6.6%	470	40.2%	884	75.8%
Made Redundant[28]	-	-	2	0.2%	4	0.3%	*	*	*	-
Total GAs	**277**		**920**		**1,160**		**1,169**		**1,166**	

[28] SDS chose 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

Achievement

Across the first two years, the greatest **number** of achievements were in IT: Software Development, this is unsurprising given the high volume of entrants on this framework. Table 18 shows a breakdown of achievers by each GA framework, alongside the number of entrants and achievement rate. Achievement rates for 2019/20 and 2020/21 will increase as more GAs complete their study. For 2020/21, the highest **rate** of achievement is among those enrolled for Early Learning and Childcare.

Table 18: Achievers by framework

Framework	2017/18			2018/19			2019/20			2020/21		
	Achievers	Entrants	Achieve rate	Achievers	Entrants	Achieve rate to date	Achievers	Entrants	Achieve rate to date	Achievers	Entrants	Achieve rate to date
				As there are still individuals in training, these are not final achievement figures and will increase over time								
Accounting	-	-	-	-	-	-	-	38	-	-	43	-
Business Management	-	-	-	132	293	45.1%	131	311	42.1%	30	393	7.6%
Business Management: Financial Services	-	-	-	7	20	-	-	-	-	-	-	-
Civil Engineering L10	10	12	83.3%	59	101	58.4%	76	124	61.3%	35	104	33.7%
Civil Engineering L8	19	35	54.3%	7	24	29.2%	*	12	*	-	-	-
Construction and the Built Environment	-			44	64	68.8%	84	122	68.9%	19	96	19.8%
Cyber Security L10	*	6	*	25	54	46.3%	19	50	38.0%	5	41	12.2%
Cyber Security L11	-	-	-	18	25	72.0%	38	53	71.7%	30	42	71.4%
Data Science	-	-	-	16	17	-	13	45	28.9%	*	68	*
Early Learning and Childcare	-	-	-	-	-	-	21	31	67.7%	30	40	75.0%
Engineering: Design and Manufacture	46	64	71.9%	80	123	65.0%	67	129	51.9%	13	162	8.0%
Engineering: Instrumentation, Measurement and Control	-	-	-	13	24	-	16	36	-	*	18	*
IT: Management for Business	35	65	53.8%	14	46	30.4%	21	53	-	*	35	*
IT: Software Development	61	95	64.2%	89	129	69.0%	94	156	60.3%	46	126	36.5%
Total	**175**	**277**	**63.2%**	**504**	**920**	**54.8%**	**581**	**1,160**	**50.1%**	**214**	**1,168**	**18.3%**

Location of GA employers

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

In 2022/23 Glasgow City and City of Edinburgh areas once again had the greatest proportion of GA employers. This is reflective of the number of entrants to GAs at universities in these areas, as well as both being densely populated cities.

Concluding remarks

There were 1,140 Graduate Apprenticeship new entrants to higher education at Scottish universities in 2022/23. This is slightly lower than the 1,166 entrants in 2021-22 (-2.4% percentile points).   There was an increase over the year in GA entrants from those under 25 years old and especially those in the 16-19 age band (by 6 percentage points). There has also been an increase in the number of females studying on a GA programme in 2022/23, now 36.6% an increase of 4.6 percentage points compared to 2021/22.

Notes for readers

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

Previously published reports can also be accessed on [SDS's website](#). Prior to 2022/23, Graduate Apprenticeship data was sourced from SDS's Financial and Information Processing System (FIPS) in line with other SDS apprenticeship programmes.

2022/23 has been the first year that Graduate Apprenticeship data has been taken from HESA student population data. As this is the case, not all data that has historically been reported by SDS via FIPS can be replicated. SFC will be developing future reporting which may not align to what is provided in this or historical GA reports. For example, achievers data reported by SDS is collected using a different methodology from the data collected through HESA returns by SFC.

SFC rounding policy has been implemented for 2022/23 GA entrants' data, with numbers rounded to the nearest five to prevent against identification of individual learners. Percentages (including percentage point changes) are based on unrounded figures.

As the annual Graduate Apprenticeship publication is based on a snapshot of data at a particular point in time, data is subject to minor change.

Throughout the report for 2017/18 – 2021/22, SDS 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: apprenticeships@sfc.ac.uk

Definitions for terminology used in this report:

■ **Entrants:** 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 entrants and is based on the academic year of initial enrolment.