



Guidance and Process for the University Approval of Higher and Degree Apprenticeships

1. Purpose

- 1.1. Apprenticeships approved for delivery by the University or its partners are subject to the existing Course Planning and Approval processes, academic regulations and policies. The purpose of this guidance is to set out the additional requirements and process for approval of Higher and Degree Apprenticeships utilising University of Worcester awards. This guidance identifies supplementary documentation and considerations in the planning, design and approval process to ensure that the programme meets the requirements of the requisite Apprenticeship Standard and Assessment Plan and assures the standards and quality of the higher or degree-level apprentice learner experience.
- 1.2. The guidance for approval of apprenticeships should be read in conjunction with the **'University of Worcester Guide to Delivering Higher and Degree Apprenticeships' (v2 Revised Spring 2019)**. This outlines the factors that must be taken into consideration to meet the Education and Skills Funding Agency (ESFA) Training Provider Funding Rules. It is essential that the apprenticeship programme and its delivery is ESFA compliant in order to draw down apprenticeship funding and to provide evidence for ESFA audit.

2. Contextual Overview

- 2.1. The regulation, funding and quality assurance for Higher and Degree apprenticeships is different to mainstream Higher Education (HE) programmes provided by the University. Overall accountability for quality of the Government's reformed apprenticeships programme ultimately sits with the Department for Education. The Department for Education's Accountability Statement¹ makes clear the statutory duties, roles and responsibility of key organisations within the approval, delivery and regulation of higher education in apprenticeships. These organisations include the **Institute for Apprenticeships and Technical Education (full title from Jan 2019; here on in referred to as the 'Institute for Apprenticeships' (IfA) for brevity)** and the Education and Skills Funding Agency (ESFA), which both have a specific role in regulating the apprenticeships system, alongside Ofsted, Ofqual, the Office for Students (OfS) and QAA (see Accountability Statement for an outline of each organisation's role).

¹ See <http://www.gov.uk/government/publications/apprenticeship-accountability-statement> Last updated Dec 2018

- 2.2.** All Higher and Degree apprenticeships that involve a higher education qualification (a qualification at Level 4 or above on The Framework for Higher Education Qualifications in England, Wales and Northern Ireland and at level 7 and above in Scotland) are subject to baseline regulatory requirements for quality assessment. Apprenticeships at Level 4 and Level 5, which are required by the associated Standard to contain a recognised HE qualification will be subject to quality assessment developed jointly by the Office for Students (OfS) and Ofsted to be implemented from 2018/19. Degree Apprenticeships, which may be offered at Level 6 or Level 7 with an associated award of Bachelor's or Master's Degree respectively, are subject to the baseline regulatory requirements and quality assessment of the OfS and the Revised UK Quality Code for HE (QAA, November 2018). Providers must also comply with the quality statement of the Institute for Apprenticeships (IfA) as well as any Professional, Statutory and Regulatory Body (PSRB) requirements for professional qualifications.
- 2.3.** The QAA² published an information document (2nd Edition July 2018), which describes how expectations relating to the quality assurance of higher education, as set out in the UK Quality Code for Higher Education, accommodate and apply to existing and emerging UK models of apprenticeships involving higher education qualifications at undergraduate and postgraduate level. Their intention is to publish a Characteristic Statement, which will set out a comprehensive UK-wide picture of apprenticeships involving a higher education qualification (circa 2019). Additionally, an Advice and Guidance document on 'Work-Based Learning' which makes reference to apprenticeships as work-based learning experiences has been published by the QAA in conjunction with the Revised UK Quality Code for HE (QAA, Nov 2018). The Institute for Apprenticeships also has a quality statement for apprenticeships³.
- 2.4.** A key characteristic of Higher and Degree Apprenticeships is that **an apprenticeship is a job** and the employer, not the individual apprentice, is the customer and purchaser of the Apprenticeship. Employers, starting with levy-paying employers, purchase Apprenticeship training provision and the services of an apprentice assessment organisation to deliver the End Point Assessment (EPA) (through the Digital Apprenticeship Service).
- 2.5.** The **funding arrangements for apprenticeships makes them attractive to both employers and apprentices**. Apprenticeships offer employers the opportunity to use their Levy (or 'co-investment' for non-Levy payers where employers and government share the cost of training and assessing apprentices) for training to develop an appropriately skilled workforce. This should provide apprentices with a robust and relevant training experience whilst receiving a salary and without the commitment to paying a tuition fee.
- 2.6.** The **role of the employer in the development, delivery and on-going review of the apprenticeship is key**. Employers are actively involved in setting the Standards and in the recruitment, support, review of progress and assessment of the apprentice. Managing employer relationships and meeting the needs of employers is key both in the design and approval and in the delivery of apprenticeships. This changes the

² See [QAA Quality Assuring Higher Education in Apprenticeships: Current Approaches \(2nd Ed\)](#) (QAA, July 2018)

³ [Institute for Apprenticeships and Technical Education Quality Statement](#)

emphasis from the HE provider-student relationship to a tripartite relationship between the HE provider-employer and apprentice.

- 2.7. Individuals can only be employed as apprentices if they are working towards the achievement of an approved Apprenticeship Standard**, which defines the knowledge, skills and behaviours required to perform an identified job role. Every Apprenticeship Standard is devised by a consortium of employers, the 'Trailblazers', that meet the requirements of the Institute for Apprenticeships (IfA) and operate in the relevant industry sector. Trailblazers also devise the way in which the required knowledge, skills and behaviours are assessed and this is outlined in the Assessment Plan that accompanies the Standard. Only one Apprenticeship Standard can be developed for an occupation. For a list and search facility for apprenticeship standards available for delivery and those in development see the [Institute for Apprenticeships](#) website.
- 2.8. An apprenticeship is first and foremost a job with a programme of higher and vocational education and work-integrated learning to meet the requirements of a specific Apprenticeship Standard and Assessment Plan.** Any individual undertaking an apprenticeship that involves a higher education qualification will be employed (and salaried) as an apprentice for a minimum of 30 hours a week. Learning therefore fits around and within that work commitment and requires flexible modes of learning, for example, through block release, distance or blended learning. There is an expectation of **a minimum of 20% off-the-job learning with the remaining learning taking place 'on-the-job'** (see ESFA rules on what counts in 'off-the-job' learning, e.g. excludes induction)⁴. A **Commitment Statement and Individual Learning Plan** must be agreed and signed by the employer, the main provider and the apprentice.
- 2.9.** Higher and Degree apprenticeships fully test both wider occupational competence and academic learning (knowledge and understanding, skills and behaviours) as defined by the relevant Apprenticeship Standard and Assessment Plan. **Assessment of competence is conducted through a holistic End Point Assessment (EPA).** An apprentice is only eligible to be submitted for EPA once they have satisfied all requirements to pass through the 'gateway' to EPA as defined by the specific Standard and Assessment Plan. This 'gateway' may include achievement of additional requirements, such as Level 2 Maths and English if apprentices do not possess these on entry.
- 2.10.** For Degree Apprenticeships, **the Trailblazer has the option to specify that the EPA is integrated into degree programmes and provided by the higher education provider. Otherwise, EPAs must be conducted by a (registered) end-point assessment organisation (RoEAO)** which is separate from the provider of the apprenticeship programme. The outcome of EPA, whether integrated or non-integrated, determines whether the apprentice is competent to undertake the identified occupation.

⁴ Off-the-job training does not include: English and maths (up to level 2) which is funded separately, progress reviews or on-programme assessment needed for an apprenticeship framework or standard, training which takes place outside the apprentice's paid working hours.

2.11. Successful higher and degree **apprentices will achieve both the HE Award** (e.g. a Foundation Degree, Honours Degree or Masters Degree) **and, on successful completion of the end-point-assessment, the apprenticeship** (certificated through the ESFA on behalf of the Institute for Apprenticeships). There may be instances where the apprentice completes and is eligible for the HE award and not the apprenticeship (hence the need for a programme specification for the HE award and an apprenticeship specification that defines the apprenticeship– see Section 5 in this guidance).

3. Scope

3.1. These guidelines and associated documentation and processes are relevant to all staff (at the University and its collaborative partner organisations) who are responsible for or involved with the development and approval of a Higher or Degree Apprenticeship, which utilises a University of Worcester Higher Education award as a component part of the apprenticeship. **The term ‘course’ is generally used in this guidance to refer to the HE Award and ‘apprenticeship programme’ to the total apprenticeship learning experience**, i.e. the combination of the off-the-job and on-the-job learning (work-integrated/work-based learning) leading to an end-point assessment.

3.2. University of Worcester development and approval of Higher and Degree Apprenticeships may take a number of forms:

3.2.1. Development of **a new course** at Level 4 or above on the FHEQ for the purposes of an associated apprenticeship programme linked to an approved apprenticeship standard⁵;

3.2.2. Development of an apprenticeship programme utilising **an existing University approved course** at Level 4 or above on the FHEQ linked to an approved apprenticeship standard ⁶;

3.2.3. Both of the above forms of development and approval may also include the involvement of an existing **academic partner** (or a new partnership, which requires full partnership approval). Where partners are involved, there is additional documentation required for approval, identified below in Section 6;

3.2.4. Where the University is involved in a **trailblazer and development of a Standard**, which requires subsequent commitment to develop and deliver the apprenticeship⁷ (using an existing University approved course or requiring a new course approval).

⁵ By ‘approved Standard’ this refers to Apprenticeship Standards listed as approved for delivery on the Institute for Apprenticeships and Technical Education’s Register of Standards at <https://www.instituteforapprenticeships.org/apprenticeship-standards/> accessed 17 July 2018

⁶ By ‘approved Standard’ this refers to Apprenticeship Standards listed as approved for delivery on the Institute for Apprenticeships and Technical Education’s Register of Standards at <https://www.instituteforapprenticeships.org/apprenticeship-standards/> accessed 17 July 2018

⁷ See [Institute for Apprenticeships ‘How to’ guide for trailblazers’ \(June 2017\)](#)

- 3.3. The variation in nature of the apprenticeship programme identified above (in 3.2) may influence the approach taken to planning and development of the apprenticeship programme and will be taken into account in the approval processes.

4. Guidance and Process

Apprenticeship Proposal

- 4.1. The initial recommendation for approval of proposals for new apprenticeships and associated course developments must be given by the **Academic Planning and Portfolio Group (APPG) and approved by Vice Chancellor's Executive Board (VCEB)** and are subject to the existing documentation and [processes for Course Approval](#)⁸.
- 4.2. If any part of the University is invited to or intends to formally participate in a Trailblazer (typically two HEIs are required for Degree Apprenticeships⁹), this should be discussed with relevant senior managers and stakeholders and APPG and the Academic Quality Unit notified. This is required because membership of the Trailblazer commits the University as part of the Trailblazer group to promote the subsequent Standard and to participate in delivery of the apprenticeship.
- 4.3. In completing **the business case and apprenticeship proposal for the Academic Planning and Portfolio Group (APPG)** (see AQU website for proposal and forms), proposers must be mindful of the requirements for apprenticeships, including providing evidence of:
- i. The **Apprenticeship Standard and Assessment Plan** (with hyperlinks);
 - ii. The **HE Award and other pre-requisites for the apprenticeship** as required by the Apprenticeship Standard and Assessment Plan;
 - iii. The **Apprenticeship Funding Band for the Standard in comparison to current UW fees and financial viability** (the maximum cap allocated by the DfE and how the apprenticeship will be priced within the DfE cap);
 - iv. Whether **the HE Award has been mapped to the Standard** and approved by PSRB (where applicable);
 - v. **Plans for the use of the HE Award**; any intention to deliver the HE Award separate from an apprenticeship and as part of the apprenticeship programme **or** deliver the HE course solely as part of an apprenticeship programme (i.e. open or closed apprenticeship programme);
 - vi. **Anticipated number of cohorts and proposed start dates and any potential implications arising from the apprenticeship delivery model** (e.g. multiple entry points (cohorts) for the Taught Courses Regulatory Framework

⁸ Note the group which considers proposals, the associated processes and documentation was updated for September 2018 – see AQU website at <https://www.worc.ac.uk/aqu/655.htm>

⁹ See [Institute for Apprenticeships 'How to' guide for trailblazers' \(June 2017\)](#), paras 1.8-1.11 and 1.28

(TCRF) and associated processes and systems, e.g. timing of examination boards, progression between levels and from FDs to Top-Up;

- vii. **Delivery model**, including flexible or distance learning modes and proportions of on- and off-the-job learning/training;
- viii. **Significant employer engagement and consultation** to establish employer demand for apprenticeship;
- ix. **Any additional University (or partner) staffing considerations**, e.g. the adoption of an apprenticeship coach role (or equivalent) to support work-integrated learning, oversee the apprentice learner experience in the workplace in conjunction with the workplace mentor/supervisor and liaison between the University, School and the employers and apprentices in the workplace;
- x. **Admission procedures to ensure employer recruitment requirements are satisfied as well as the University's minimum entry requirements.** The employer may choose to work with the University to agree criteria and support selection of apprentices for the apprenticeship;
- xi. The **intention to sub-contract any part of the delivery** of the apprenticeship, including for the achievement of English and Maths at Level 2;
- xii. The **arrangements for the end-point-assessment (EPA) (integrated or separate)** and the pre-requisites for the gateway to end-point-assessment (EPA) as identified in the Standard and associated Assessment Plan.

4.4. Draft text for proposed web copy (that accompanies the proposal) must take account of the nature and arrangements of the apprenticeship programme, with a view to promoting the apprenticeship to employers and as information for potential apprentices¹⁰.

4.5. Early engagement with the Head of Apprenticeships and Work Based Learning is essential prior to submission of the proposal to APPG to ensure full understanding of the requirements to meet compliance with the ESFA Provider Funding Rules and the commitment required to fulfil and evidence a number of these requirements in advance of the commencement of the apprenticeship. This evidence is required to support the funding claimed for apprenticeships and must be available to the Education & Skills Funding Agency (ESFA) auditors and the UW compliance team on request. For further information see the 'University of Worcester Guide to Delivering Higher and Degree Apprenticeships (v2 Revised Spring 2019)' and associated Apprenticeship Education & Skills Funding Agency Compliance Framework Tracker (2018/19)¹¹.

¹⁰ There should be consistency in the information presented on the apprenticeship 'offer', which includes presence on the Digital Apprenticeship Service, HE provider and partner websites, Employer websites

¹¹ **The current 'Apprenticeship Education & Skills Funding Agency Compliance Framework Tracker' (2018/19) is available by contacting the University's Apprenticeship Office**

4.6. Additional considerations for proposals for apprenticeships delivered in partnership with an academic partner organisation include:

- Whether the partner already delivers apprenticeships and, if so, consideration of their standing with ESFA;
- Whether a UW iteration of the apprenticeship has already been approved;
- Plans for UW use of the Award contained within the apprenticeship programme, whether the University plans to run/continue running the course as a separate academic award or whether the University will also deliver the apprenticeship programme;
- The partnership relationship, i.e. who is the main (or prime) provider in ESFA terms and therefore takes responsibility for fulfilling ESFA funding and provider rules and requirements;
- Whose documentation/formal agreements and contracts with employers and apprentices will be used if the partner already delivers other apprenticeships, i.e. UW/partner (e.g. Employer Contract, Commitment Statement);
- Management arrangements/responsibilities for the apprenticeship eg. for ILR, ESFA evidence, EPA process.
- Financial viability, particularly where Apprenticeship Funding Band is lower than current UW fees.

4.7. Process for approval of Higher and Degree Apprenticeships

The process for approval of the Higher or Degree Apprenticeship may vary according to the nature of the apprenticeship programme, whether it utilises an existing University approved course or requires new course development as part of the apprenticeship programme, whether there is a PSRB involved and/or if it involves delivery by an academic partner organisation (as identified at 3.2). Any variation in process will be determined in discussion with the Academic Quality Unit and through the 'Intent to Approve' form.

5. Core and supplementary documents and evidence required for approval of Higher/Degree Apprenticeships

5.1. Core and supplementary documents required for approval of a Higher or Degree Apprenticeship include¹²:

¹² See also Appendices: Glossary of Terms, Template for Higher/Degree Apprenticeship Specification, Guidance for Apprenticeship Handbook for Apprentices and for Apprenticeship Employer Handbook, University and Partner Responsibilities Checklists. The University's Commitment Statement template, contract and agreement templates are available from the Apprenticeship Office

- i. **Published promotional materials (and web copy)** to promote the apprenticeship, recruit employers and to provide overview of the apprenticeship for potential apprentices.
- ii. **Programme Specification for the HE Award and the additional Apprenticeship Specification** (see Appendix 2 - Template for Higher and Degree Apprenticeship Specification). The Apprenticeship Specification includes the mapping of the HE Award to achievement of Knowledge, Skills and Behaviours (KSB) and competencies of the Standard and any additional professional certificates/exit awards. It also identifies the core activities required in on- and off-the-job learning. Note there should be one definitive Apprenticeship Specification regardless of provider (i.e. UW and its academic partners). Any differences in delivery, e.g. VLE, will be in the Apprenticeship Handbook.
- iii. **Updated or bespoke Module Specifications** to reflect apprenticeship delivery and contribution to the achievement of the KSB and competencies of the relevant Standard and associated job roles.
- iv. **A Course Handbook for the HE Award where this is also offered in isolation from the Apprenticeship and an Apprenticeship Handbook** (see Appendix 3 - Guidance for Apprenticeship Handbook for Apprentices)

OR

A **combined 'Apprenticeship Programme Handbook'** should replace the separate Course and Apprenticeship Handbooks where a new HE course is developed solely for the purpose of the apprenticeship. Also requires a Programme Specification for the HE Award and a Higher/Degree Apprenticeship Specification.

- v. An **Employer/Mentor Handbook** (see Appendix 3 - Guidance for Apprenticeship Employer Handbook) and arrangements for support of work-integrated learning and liaison with employers and apprentices, workplace mentoring, briefing and support of mentors.
- vi. **Confirmation of engagement with the requirements of the Commitment Statement** (the current University Template for Commitment Statements can be obtained from the Apprenticeship Office).

The **Commitment Statement is a critical core document to manage the Employer-Provider-Apprentice relationships and learning experience and in meeting funding rules** (this is distinct from the Employer Contract with the Main Provider). It sets out in detail how the apprenticeship will be delivered, what is expected and provided by the employer, the HE Provider, any sub-contractor and relative responsibilities including those of the apprentice, arrangements for learner support and performance reviews, attendance, complaints procedures, employer commitment to 'off-the-job' learning, etc. This must be signed by the employer, the line manager of the apprentice, the main provider and the apprentice prior to/on commencing delivery of the apprenticeship. It must also be kept up-to-date (and signed each time there is a change); dates must match those in the Individualised Learner Record (ILR) data return.

- vii. **Evidence of engagement with the requirements for apprentices' Individual Learning Plans (ILP)** and the process for completion, monitoring and review points (Employer-Apprentice-Provider)

- viii. **Checklist for managing 'in-house' delivery of apprenticeship (see Appendix 5 - Checklist for Managing University Apprenticeships)** – identifies the arrangements within Institutes/course teams and across the University for key aspects in the management and delivery of the apprenticeship programme
- ix. Completed **WBL Audit Form** (version where learner is in employment)
- x. **Identification and approval of delivery models, venues and start points**, e.g. multiple start points, roll-on, roll-off, at employer premises, block release, day release, blended, on-line or distance learning. If there is significant flexible/on-line learning substituting for face-to-face teaching (rather than supporting/supplementing it) then the approval process should follow the University's [Quality Standards for Flexible and Distributed Learning \(including distance, e-learning and blended learning\)](#) and provide sample materials, etc.
- xi. The **assessment strategy and how the assessment methods** in the programme **prepare apprentices for and align with the methods in the EPA.**
- xii. **Anticipated number of cohorts and proposed start dates, and any potential implications for TCRF and associated processes and systems arising from apprenticeship delivery model**, e.g. multiple entry points (cohorts), examination boards, progression between levels and from FDs to Top-Up (particularly managing the apprentice experience with reassessment and implications of retakes for funding).

5.2. Additional requirements that must be considered and completed outside of the approval meeting prior to commencement and delivery (and form part of the Evidence pack for the ESFA; see ESFA Compliance Tracker¹³):

- i. **Identification of key employers and contracts for services between the HE Provider (University) and Employer(s) for the specific apprenticeship programme being approved** (see University template for the 'Apprenticeship Contract between the HEI/HE Provider and employer'¹⁴). These are written agreements that include expectations of the role employers play in supporting learning, access to employer resources when engaging in off-the-job learning, arrangements for workplace mentoring, involvement in EPA, protocols for addressing issues, arrangements for involving employers in HE programme evaluation, monitoring and enhancement.
- ii. **Contracts between the HE Provider (University) and sub-contractors where relevant**, e.g. for provision of GCSE Maths and English (see University template for the 'Apprenticeship Contract between an HEI/HE Provider and sub-contractor'¹⁵).
- iii. **Identification of EPA arrangements (integrated or separate) (within the Apprenticeship Specification) and evidence of a signed agreement with an approved EPAO for the EPA** (i.e. on the Register of end-point assessment organisations) or approval as an integrated EPAO for the requisite Standard. The

¹³ The current ESFA Tracker document is available from the University's Apprenticeship Office

¹⁴ **Note all apprenticeship contract and agreement templates can be obtained from the University's Apprenticeship Office**

¹⁵ As footnote 14

arrangements for EPA should be confirmed as early on in delivery of the apprenticeship as possible (forms part of Commitment Statement)

- iv. **Apprenticeship Agreements** (see University Template¹⁶) – these are signed agreements between the employer and the apprentice at the start of the apprenticeship, i.e. to identify the skill, trade or occupation for which the apprentice is being trained; and to confirm the qualifying Apprenticeship framework that the apprentice is following.
- v. **Possible formal agreements required between HE Provider and PSRBs** and clarification of any additional accreditation/certificated learning that may be achieved

6. Supplementary documents required for approval of apprenticeships to be delivered in collaboration with an academic partner institution

6.1. The standard partnership and collaborative provision approval processes and associated documentation will be required for approval of an apprenticeship programme that utilises a University of Worcester HE award and is to be approved for delivery in its entirety or part by an academic partner institution.

6.2. The following documentation is required in addition to the standard approval documentation for collaborative provision:

6.2.1. Assurance that an 'Apprenticeship Annex' to the Partnership Agreement or new form of Apprenticeship Partnership Agreement/Contract and any associated Financial Annex to cover financial arrangements for the specific apprenticeship relationship, is in place/in progress;

6.2.2. A completed University and Partner Responsibilities Checklist (see Appendix 6 for University and Partner Responsibilities for Apprenticeships Checklist) – version for apprenticeships that identifies relative roles and responsibilities between the University/Partner for key aspects in the management and delivery of the apprenticeship programme.

¹⁶ Note all apprenticeship contract and agreement templates can be obtained from the University's Apprenticeship Office

Appendix 1 - Glossary of Terms (adapted from the [ESFA Apprenticeship Funding Rules 2018-19](#))

Accountability Statement means the “Apprenticeship Accountability Statement” published by the Department for Education, which sets out the roles and responsibilities of the various regulatory bodies responsible for regulating Apprenticeships a copy of which can be found at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/605552/Apprenticeship_Accountability_Statement.pdf

Apprentice means a person who works under an Apprenticeship Agreement entered into with an Employer.

Apprentice Assessment Organisation means any organisation on the Register of Apprentice Assessment Organisations which is selected by an Employer and contracted by a Training Provider to carry out End-Point Assessment except where the Apprenticeship relates to an Integrated Standard in which case the Apprentice Assessment Organisation may be the Training Provider.

Apprenticeship is a job with an accompanying skills development programme. means the training and (where applicable) end-point assessment for an employee as part of a job with an accompanying skills development programme.

Apprenticeship Agreement is an agreement between an employer and an apprentice in accordance with the Apprenticeships, Skills, Children and Learning (ASCL) Act 2009, sections 32 to 36.

Apprenticeship Programme means a programme of Training.

Apprenticeship Programme Completion Date means the date on which the last Apprentice successfully completes the relevant End-Point Assessment (including following any resits necessary for such successful completion).

Apprenticeship training agency (ATA) is an organisation whose main business is employing apprentices who are made available to employers for a fee.

Approved Apprenticeship Standard has the meaning given in Section A1 of the Apprenticeships, Skills, Children and Learning Act 2009.

Break in Learning means a period of time during an Apprenticeship Programme in which the Apprentice is not participating in work with an Employer, nor undertaking any training or learning with the Training Provider and where at the time of notification the Apprentice intends to resume participation in the Apprenticeship at some point in the future. By way of example only, this may be due to illness, pregnancy or other reason which makes them temporarily unable to continue with the Apprenticeship.

Commitment statement is a statement held by the main provider, the apprentice and their employer. The commitment statement sets out how the apprentice will be supported to successful achievement of the apprenticeship. It must be signed by the apprentice, their employer and the main provider, and all three parties must retain a current signed and dated version.

Digital account is the area on the apprenticeship service where employers can manage their funding and apprentices, view their account balance and plan their spending.

The apprenticeship service is the digital interface to services designed to support the uptake of apprenticeships. The service is aimed primarily at employers who engage with learning

providers and apprenticeship assessment organisations to deliver and facilitate the apprenticeship programme.

Employed is an individual who has a contract of employment. This does not include individuals who are self-employed.

Employer means any person, organisation or business that has a contract of employment with an Apprentice who is the recipient of Training.

Employer Agreement means any agreement entered into between the Training Provider and an Employer for the delivery of Training to that Employer's Apprentices.

End-Point Assessment is the assessment of the Apprentice's knowledge, skills and behaviours carried out by an approved Apprentice Assessment Organisation at the end of the Training to confirm that the Apprentice has met the requirements of any relevant Approved Apprenticeship Standard.

ESFA means the Secretary of State for Education, acting through the Education and Skills Funding Agency, an executive agency of the Department for Education.

Evidence pack A collection of documents and information brought together to form a single point of reference relating to the learning that is taking place. This provides the evidence to prove that the apprentice exists and is eligible for funding, and for the learning to be provided.

Exceptional learning support (ELS) Learning support when the needs of the apprentice are over £19,000 in a single year.

Functional skills Applied practical skills in English, maths and ICT that provide the individual with the essential knowledge, skills and understanding to enable them to operate effectively and independently in life and work.

Funding the funding paid by the ESFA to the Training Provider on behalf of an Employer towards the cost of Training and End-Point Assessment in accordance with this agreement.

Funding Rules the Apprenticeship Funding and Performance Management Rules for Training Providers and, where applicable, the Apprenticeship Funding: Rules for Employer-Providers, both as revised and amended from time to time and available at:

<https://www.gov.uk/government/publications/apprenticeship-funding-and-performance-management-rules-2017-to-2018>

Gateway requirements These are requirements set out in the assessment plan that must be met by the apprentice prior to undertaking end-point assessment of the apprenticeship standard. They will include the completion of English and maths qualifications (where applicable) and completion of any on-programme mandatory qualifications (where applicable) along with satisfactory evidence (as determined by the employer, in consultation with the training provider) that the apprentice has achieved the necessary knowledge, skills and behaviours set out in the standard.

HEFCE means the Higher Education Funding Council for England and the Office for Students or such other statutory or non-statutory body responsible for regulating the HE sector from time to time and all matters currently assigned to HEFCE under the Accountability Statement;

Higher and degree apprenticeships An apprenticeship where the main learning is at level 4 or above (including higher education qualifications).

Individualised learner record (ILR) The primary data collection requested from learning providers for further education and work-based learning in England. The data is used widely,

most notably by the government, to monitor policy implementation and the performance of the sector. It is also used by organisations that allocate funding for further education.

Integrated Standard is an Approved Apprenticeship Standard in which the End-Point Assessment is incorporated into the main learning aim (usually a degree or other full higher education qualification) as defined in the Funding Rules;

Levy-paying employer An employer with an annual pay bill of over £3 million.

Licence to practise Where it is a legal (or statutory) requirement for all practitioners to obtain a licence which confirms the licence holder meets prescribed standards of competence, including situations in which it is unlawful to carry out a specified range of activities for pay without first having obtained a licence.

Ofsted means the Office for Standards in Education, Children's Services and Skills or such other statutory or non-statutory body responsible for carrying out its functions from time to time (including but not limited to the regulation of the further education sector, teacher training in the higher education sector and all matters assigned to it under the Accountability Statement).

Personal learning record (PLR) The personal learning record (PLR) allows individual apprentices access to their past and current achievement records. These can be shared with schools, colleges, further education training providers, universities or employers when making an application to further their education, training and employment.

Learning planned end date The date entered onto the ILR when the learner is expected to complete their learning.

QAA UK Quality Code means the code published by the QAA, which sets out the expectations that all providers of UK higher education are required to meet.

Quality Assurance Agency for Higher Education (QAA) means the Quality Assurance Agency for Higher Education, or such other statutory or non-statutory body responsible for carrying out its functions from time to time (including but not limited to monitoring and improving quality in the higher education sector and all matters assigned to it under the Accountability Statement)

Register of apprenticeship training providers (RoATP) From May 2017, levied employers will be able to choose a provider from a new register, the register of apprenticeship training providers (RoATP). The register will encourage diversity and competition in the provider market, supporting quality and employer choice. To be added to the register, organisations must pass tests on due diligence, financial health, and tests on quality, capacity and capability.

Register of apprentice assessment organisations (RoAAO) A register of assessment organisations from which an employer can select an organisation (to be contracted by a main provider) to deliver the end-point assessment as part of the employer's agreed apprenticeship programme.

Start of learning The date on which learning begins. ESFA do not consider enrolment, induction, diagnostic assessment or prior assessment to be part of learning.

Subcontractor A legal entity that has a contractual relationship with a provider to deliver apprenticeship training funded by ESFA.

Unique learner number A 10-digit number used to match a learner's achievement to their personal learning record (PLR).

Written agreement (EPAO) The main provider must have a written agreement in place with the end-point assessment organisation and make payment to them for conducting the end-point assessment. The written agreement must set out the arrangements for end-point assessment including arrangements for any re-takes and the transaction of payments.