

Apprenticeship – Glossary of terms

This apprenticeship Glossary of Terms aims to explain some of the terminology and acronyms used in the development and delivery of apprenticeships. The terms listed are taken from the Education and Skills Funding Agency (ESFA) Apprenticeship Funding Rules 2023/24 glossary, with some additional from the University added in. The ESFA is accountable for apprenticeship funding and is responsible to provide assurance that apprenticeship funding is properly spent, achieves value for money for the taxpayer and delivers the policies and priorities set by the Secretary of State. All terms listed relate to apprenticeships in general and do not replace in anyway the University's regulatory frameworks, policies and guidance related to quality, learning and teaching.

The terms are categorised into 6 sections where they are most relevant. These are [Apprentice and employer](#), [programme details](#), [regulation and funding](#), [documentation](#) and [University terms](#).

Apprentice and employer

Apprentice

An individual who is doing an apprenticeship and is engaged under an apprenticeship agreement (or an alternative English apprenticeship).

Apprentice rate

This is the minimum hourly rate apprentices are entitled to if they are either aged under 19 or aged 19 and over and in their first year of an apprenticeship. We encourage employers to pay more than the apprentice rate. View the National Minimum Wage rates on GOV.UK.

Annual leave

Paid time off work that employees are entitled to. For full time apprentices, this is at least 28 days per year (this is called statutory leave entitlement).

Care leaver

An individual aged 16 to 24 who was (or still is) in the care of their Local Authority. See care leaver bursary.



Dismissal

When an employee's contract of employment is terminated.

Eligibility

This can refer to either learner eligibility or programme eligibility. In both cases the eligibility criteria must be met in order to access apprenticeship funding. Learner eligibility criteria include age and the right to work in England. Programme eligibility criteria includes the minimum amount of off-the-job training needed and the minimum duration training needed.

Employee

An individual who has a contract of service. Apprentices are employees in the first instance. This does not include individuals who are self-employed.

Employer

An organisation that has a contract of service and an apprenticeship agreement with an apprentice. This may also include a company or charity whose PAYE scheme the employer has connected to their apprenticeship service account. References to an 'employer' describe the whole organisation, not individual sites, locations, groups, or companies linked by directors.

Employer-Provider

An Employer-Provider is a levy-paying organisation that is on the 'employer-provider' route of the Apprenticeship Provider and Assessment Register (APAR). They may be a 'provider' or a 'subcontractor'. See also 'Provider' and 'Subcontractor'.

Full-time apprentice

An individual engaged on an apprenticeship who works 30 hours or more per week.

Learning difficulty or disability (LDD)

An apprentice having a learning difficulty or disability may form part of a need's assessment and if it directly impacts on their apprenticeship learning, they could be eligible for learning support. See also 'Learning support'.



Learning gap

Where an apprentice has a gap in their learning or knowledge due to not having obtained certain skills or behaviours.

Levy-paying employer

An employer, or group of connected employers, with a collective annual pay bill of over £3 million who therefore pay the levy.

Main provider

A main provider is an organisation that is on the 'main provider' route of the Apprenticeship Provider and Assessment Register (APAR). They may be a 'provider' or a 'subcontractor'. See also 'Provider' and 'Subcontractor'.

Provider

An organisation holding a funding agreement with us through which we directly route funds from an employer's apprenticeship service account or co-investment. This may be an organisation that is either on the 'main provider' route or the 'employer-provider' route of the Apprenticeship Provider and Assessment Register (APAR). This organisation will have the overall responsibility for the training and on-programme assessment conducted by themselves and their (delivery) subcontractors and will hold the contractual relationship for the end-point assessment organisation of the apprentice. See also 'Main provider' and 'Employer-provider'.

Special educational needs (SEN) or Additional learning needs (ALN)

Learning, physical, or sensory needs that make it harder for someone to learn than most individuals the same age.

Unique learner number (ULN)

A 10-digit reference number. This can be used to access or edit the personal learning record (PLR) of anyone that is in education or training and older than 14.

Programme details

Apprenticeship

A job with training. This includes the training and end-point assessment. The full definitions of an approved English apprenticeship can be found in Part 1 of the Apprenticeships, Skills, Children and Learning Act 2009.

Active learning

Active learning refers to the training that is being funded through the apprenticeship (i.e. off-the-job training).

Apprenticeship certificate

A certificate used to provide formal recognition that an individual has achieved their apprenticeship and is therefore certified.

Block release

A concentrated period of time where the apprentice is training as part of their apprenticeship. Block release may also include training that is front-loaded at the beginning of the apprenticeship. *At UoW this can be known as an alternative placement or a skills week.*

Break in learning

When an individual takes a break of at least a clear calendar month from their apprenticeship but plans to return to it in the future. This could be linked to a break from work (e.g. illness, maternity leave or parental leave) or the apprentice could still be working but has agreed with their employer and provider to take a break in their learning.

Certificates

Issued by awarding bodies to demonstrate an individual's qualifications, for example Level 2 English and maths. During audit, certificates will be checked as proof of prior Learning and provided to evidence entry requirements.

Change of circumstance

Changes in an apprentice's personal or employment circumstances, or to their apprenticeship. There are different actions to take and effects on funding depending on the type of change.

Degree apprenticeship

A level 6 or 7 apprenticeship that mandates a full bachelor's or master's degree. The degree element can either be integrated or non-integrated into the apprenticeship. An integrated degree apprenticeship has an end-point assessment which is integrated into the degree so there is no separate assessment. The Institute's policy on degree apprenticeship standards has more information about the different types of integration. A non-integrated degree apprenticeship features separate processes for the end-point assessment and the achievement of the degree element.

Diagnostic testing / diagnostic assessment

A diagnostic assessment is a form of pre-assessment where tutors can evaluate strengths, weaknesses, knowledge and skills before their instruction. An identical assessment may be given post-instruction to identify if course learning objectives have been met.

Distance learning

Learning that is delivered remotely rather than face-to-face. For example, e-learning and webinars.

UoW term this as asynchronous learning/online learning

End-point assessment (EPA)

An assessment that takes place at the end of an apprenticeship, to make sure apprentices have reached the necessary level of competence to be awarded an apprenticeship certificate. The requirements for end-point assessment are set out in the assessment plan for each specific standard.

End-point assessment organisation (EPAO)

An independent organisation that employers can contract to carry out apprenticeship end-point assessments.

English and maths

Two separate qualifications that apprentices may require to achieve an apprenticeship. There are different types of English and maths qualifications. For example, functional skills, GCSEs and entry-level.

Evidence pack

A collection of documents and information about an apprentice and their apprenticeship. It provides evidence that the apprentice exists, is eligible for funding and that the apprenticeship is being delivered in line with the funding rules.

Final day – (Last day in learning)

Defined in legislation as the final day of the practical period. This is the equivalent of the learning end date on the ILR (there must be evidence of learning on this learning end date) and internally it is also referred to as the “gateway” between the practical period and the end-point assessment. The term ‘final day’ is used as a measure in the redundancy policy to determine if the apprentice will be fully funded to completion.

Gateway

The period of time after last day in learning (practical period is complete), where all gateway elements are met and the apprentice is awaiting end point assessment/completion.

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 any on-programme mandatory qualifications (where applicable) along with satisfactory evidence (as determined by the employer, in consultation with the main provider) that the apprentice has achieved the necessary knowledge, skills and behaviours set out in the standard.

Higher apprenticeships

An apprenticeship where the main learning is at level 4 or above. This is equivalent to a certificate of higher education or above.



Initial assessment

The process of identifying an individual's learning and support needs to enable the design of an individual training plan. It determines the learner's starting point for their apprenticeship.

Knowledge, skills and behaviours (KSBs)

These are set out in all apprenticeship standards; apprentices are required to learn them to be occupationally competent. KSBs are taught in off-the-job training and tested in the end-point assessment.

Learning actual end date

The date when learning towards the apprenticeship is complete. This can include off-the job training and English and maths. There must be evidence of learning on this day.

Learning planned end date

When learning towards the apprenticeship is planned to finish.

Learning start date

This is when learning, which is being funded by the apprenticeship budget, begins. It can include off-the-job training and English and maths. It does not include enrolment, initial assessment or induction. There must be evidence of learning on this date.

Learning support

Financial support that providers can claim to help with the cost of any reasonable adjustments directly related to an apprenticeship. Currently a fixed monthly amount of £150. Any extra cost can be claimed through the Earnings Adjustment Statement (EAS). Learning support must only be used to support apprentices who have been assessed as having a learning disability or difficulty (for which a reasonable adjustment is required in order for them to undertake their apprenticeship) and is not to be used to address learning gaps.

Mentoring

To be included as off-the-job training, mentoring must meet the definition of off-the-job training (new learning, relevant to the apprenticeship, not English and maths, delivered within normal working hours) and be documented in the training plan. The mentor must be a more senior or experienced member of staff. This does not include general line management. The apprentice must not be doing productive work.

Minimum duration

The minimum length of time an apprentice must spend on training.

Off-the-job (OTJ) training

Defined as training which is delivering new skills, is relevant to the apprenticeship and is not English and maths, which is delivered in the apprentice's normal working hours (but outside of their productive job role). From 1 August 2022, full-time apprentices must spend an average of 6 hours per week on off-the-job training; the volume delivered must be linked to the initial assessment of the apprentice and therefore may be more than 6 hours per week.

Onboarding (of the apprentice)

Following the initial assessment, onboarding of the apprentice will include agreeing a price with the employer and developing, agreeing and signing any relevant paperwork to support the apprenticeship, such as the training plan. Onboarding does not include training delivery and therefore does not count towards the off-the-job training policy.

On-programme assessment

Any assessment activity required as a result of a mandatory qualification during the programme (e.g. an exam at the end of a module). This is different to the end-point assessment, which is an assessment that takes place at the end of an apprenticeship, and different to a progress review, which discusses overall progress to date against the training plan at periodic points during the programme.

On-the-job training

Learning done outside of the apprenticeship, to help an apprentice perform their job.

Practical period

The period for which the apprentice is expected to work and receive training under an approved English apprenticeship agreement. The start date and the end date of the practical period (as recorded on the apprenticeship agreement and training plan) must align with the planned learning start date and the learning end date on the ILR.

Prior learning

Previous learning that may count towards an apprenticeship. For example, work experience, education, training and qualifications. Before a learner starts an apprenticeship, providers must do an initial assessment of their existing KSBs to check if they are eligible. Then reduce the cost, duration and content of the apprenticeship if necessary. See also 'Minimum duration'.

Progress review (Individual learner progress review – ILPR)

The provider must undertake a progress review, with the employer and the apprentice, to discuss the progress to date of the apprentice against their training plan, at least 4 times per year. These must be carried out at least every 12 weeks, unless there is an evidenced delivery reason, such as module length, that means an alternative frequency is more appropriate.

Resit

Taking a mandatory qualification or the end-point assessment again, without any extra learning. i.e Resubmission of assignments or second take at exam etc.

Retake

Taking the end-point assessment again, after further training. i.e Retake with attendance.

Self-directed distance learning

When an apprentice is working alone with online material. The material is not delivered in real time and there is no interactive support.

Standards

An apprenticeship standard describes the occupation to which it relates and sets out the outcomes that persons seeking to achieve the standard are expected to attain in order to successfully complete

the apprenticeship. Apprenticeship standards are approved and published by the Institute for Apprenticeships and Technical Education. Apprentices can only be enrolled against an apprenticeship standard once it is identified as 'approved for delivery' on the Institute for Apprenticeships and Technical Education website.

Regulation and Funding

Apprenticeship levy

A levy on UK employers to raise funds to pay for apprenticeship training and assessment. It is charged at 0.5% of an employer's pay bill, but each employer receives an allowance of £15,000 to offset against their levy payment. As a result of this allowance, only employers with an annual pay bill greater than £3m must pay the levy. Levy payments are made monthly to HMRC.

Apprenticeship service account (Digital apprenticeship service [DAS] account)

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

Apprenticeship Provider and Assessment Register (APAR)

A record of organisations that:

- are eligible to receive government funding to train apprentices
- can undertake end-point assessments

Care leaver bursary

An additional £3,000 payment (paid in three instalments) that we pay to apprentices who are care leavers. This is paid via the apprentice's provider.

Co-investment

This is where the government shares the cost of training and assessing apprentices with employers. The government will support the following types of employers: non-levy payers and levy payers who have run out of levy funds.



For apprenticeships that started on or after 1 April 2019, employers (who either do not pay the levy or levy payers who have run out of levy funds) pay 5% towards the cost of apprenticeship training. The government will pay the rest (95%) up to the funding band maximum.

Completion payment

A payment we make to providers when an apprentice completes all their learning and undertakes the end-point assessment (the apprentice does not need to pass). This payment is 20% of either the total negotiated price or the funding band maximum, whichever is lower.

Eligible costs

Costs that directly relate to the delivery of training and on-programme assessment. These eligible costs make up the total negotiated price, which is paid for using funds from either an employer's apprenticeship service account or through co-investment.

Education and Skills agency

The Education and Skills Funding Agency (ESFA) is an executive agency of the Department for Education (DfE) responsible for funding education and skills providers in England.

Funding band

The financial range that the government will contribute towards the cost of delivering training and assessment for an apprenticeship standard. Currently, there are 30 funding bands and the maximum of these bands range from £1,500 to £27,000; this is the most that the government will contribute, including amounts that can be taken from a levy paying employer's apprenticeship service account. The funding band does not include costs for English and maths, learning support payments or additional payments for young people.

Immigration permission

The permissions, or otherwise, granted by the government of the United Kingdom for an individual to reside here. Learners need immigration permission to study in the UK.

Individualised learner record (ILR)



The primary data collection requested from providers for further education and work based learning in England. The data is used widely, most notably by the government, to monitor policy implementation, the performance of the sector and to allocate funding.

Ineligible costs

Costs that must not be included in the total negotiated price. For example, apprentice travel costs and wages.

Ofsted

Ofsted is the Office for Standards in Education, Children's Services and Skills. They inspect services providing education and skills for learners of all ages. This includes apprenticeships from level 2 to level 7.

Ordinarily resident

For funding purposes, a person who normally lives in the country, is allowed to live there by law and return there after temporary trips outside the country. Temporary absences from a country due to the learner or a relevant family member working or travelling abroad would be discounted when considering ordinary residency.

Subcontractor

A separate legal entity or an individual (not an employee) that has an agreement (called a subcontract) with a provider to deliver any element of the education and training we fund. A separate legal entity includes but is not limited to companies in the provider's group, other associated companies and sole traders. An individual could include a person who is a sole trader, self-employed, a freelancer or someone who is employed by an agency, unless those individuals are working under the direct management of the provider and are controlled in the same way as the provider's own employees. This does not include relationships between the provider and the end-point assessment organisation or the provider and other third parties providing services such as marketing.

Supporting Provider

A supporting provider is an organisation that is on the 'supporting provider' route of the Apprenticeship Provider and Assessment Register (APAR). They may only act as a 'subcontractor'. See also 'Subcontractor'.

Total negotiated price (TNP)

The price negotiated between an employer and main provider for all the eligible costs of an apprentice's training and assessment, after relevant prior learning has been taken into account. See also 'Eligible costs' and 'Ineligible costs'.

Documentation

Apprenticeship agreement (AA)

An apprenticeship agreement is between an employer and an apprentice, in accordance with section A1 of the Apprenticeships, Skills, Children and Learning Act 2009.

The apprenticeship Office at UoW manages this document.

Employer agreement

Employers must accept this agreement to get or reserve apprenticeship funding. This agreement sets out the terms for use of the Apprenticeship Service by the employer and the obligations by which the employer agrees to be bound. It applies to all employers including those that pay the apprenticeship levy as well as those employers that do not pay the apprenticeship levy. [This document is managed by the apprenticeship office.](#)

Independent learner progress review (ILPR) document

The provider must undertake a progress review, with the employer and the apprentice, to discuss the progress to date of the apprentice against their training plan, at least 4 times per year. These must be carried out at least every 12 weeks, unless there is an evidenced delivery reason, such as module length, that means an alternative frequency is more appropriate.

Initial needs assessment (INA)

An initial needs assessment is an assessment of the individual's knowledge, skills and behaviours (KSBs), as they relate to the apprenticeship standard. We are not prescriptive as to what tool or method is used for the needs assessment, but it must evaluate and document the extent to which the individual meets each KSB and therefore which elements of the standard do not need to be re-taught. The assessment should be validated as accurate by the individual's line manager / employer.



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Provider Agreement

A legally binding funding agreement between a provider and the Secretary of State. Providers must accept this agreement to manage apprenticeships on the apprenticeships service and receive funding from the Secretary of State.

Training plan (TP)

The training plan sets out the training that has been identified through the initial assessment as required to complete the apprenticeship. The plan also outlines how the apprentice will be supported to successfully achieve the apprenticeship. It must be signed by the apprentice, their employer and the provider and all parties must retain a current signed and dated version.

The apprenticeship Office at UoW manages this document.

Written agreement

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 retakes and the transaction of payments.

University Terms

Academic planning and participation group (APPG)

Group responsible for academic portfolio planning and development, and for approving on behalf of University Executive Board (UEB) the proposed development of new courses and new partners, the suspension of recruitment to or closure of existing courses and partners.

Apprenticeship Programme Sub-Committee (APSC)

A quarterly committee meeting to provide an update of the apprenticeship provision which feeds into the Academic Standards Quality Enhancement Committee (ASQEC).

Advanced Clinical Practitioner (ACP)

Apprenticeship programme title



Foundation Degree Nurse Associate (FDNA)

Apprenticeship programme title

Registered Nurse Degree Apprenticeship (RNDA)

Apprenticeship programme title

Social Work Degree Apprenticeship (SWDA)

Apprenticeship programme title

Assistant Practitioner (Health) Apprenticeship (APH)

Apprenticeship programme title