

Apprenticeship Training Plan

This Training Plan template is compliant with the ESFA Apprenticeship Funding Rules 2024/25 requirements.

This Training Plan sets out the agreement being made between the (named) apprentice, the (named) employer, and the (named) provider detailed below.

The document contains four sections, the purpose of each section being:

Section 1: To clearly detail the 3 parties to the agreement: the (named) apprentice, the (named) employer, and the (named) main provider.

Section 2: To provide a checklist of the pertinent provider policies and procedures that the (named) apprentice and the (named) employer need to be aware of.

Section 3: To outline the commitment being made by each party for the duration of the programme.

Section 4: To outline the agreed Training Plan, including any adjustments for recognition of prior learning or additional learning support requirement.

SECTION 1: PARTIES TO THE AGREEMENT

Apprentice Details:

Name	
Position	
Employer	
Date of Birth	
NI Number	
Work Email	
Telephone	
Are you a care leaver? (Yes/No) <small>(defined as a young person aged 16-25 years old who has been 'looked after' at some point since they were 14 years old, and were in care on or after their 16th birthday)</small>	
Do you have any learning support requirements? (Yes/No)	

Signature	
Date	

Employer Details (Manager of Apprentice):

Name	
Position	
Employer	
Employer Address	
Work Email	
Telephone	

Signature	
Date	

Provider Details:

Name	Vikki Greenfield
Position	Director of Apprenticeships and Employer Engagement
Company	University of Worcester
Company Address	Henwick Grove, Worcester, WR2 6AJ
Work Email	v.greenfield@worc.ac.uk
Telephone	

Signature	
Date	

SECTION 2: KEY PROVIDER POLICIES

Below is a checklist of the pertinent provider policies and procedures (with associated hyperlinks to the relevant university webpage or document) that the (named) apprentice and the (named) employer need to be aware of.

Please review these policies and initial and date in the relevant columns once they have been discussed.

Key Provider Policies Checklist	Apprentice Initial	Date	Employer/ Manager Initial	Date
Data Protection Policy				
Dealing with Harassment and Bullying Policy				
Employer Complaints Policy and Procedure for Apprenticeships				
Equality, Diversity and Inclusion Policy				
Health and Safety Policy				

Mitigating Circumstances Procedures				
Placement and Work Based Learning Policy				
Prevent Duty Policy				
Safeguarding Policy				
Student Charter				
Student Complaints Procedure				
Student Disciplinary Procedures				
Policy and Procedures on Inclusive Assessment and Reasonable Adjustments				
University Assessment Policy				

SECTION 3: COMMITMENT TO PROGRAMME

This section outlines the roles, responsibilities and commitment being made by each party for the duration of the programme.

Provider:

The Provider (the University of Worcester) will:

	Provider Initial
1. Check the eligibility of the apprentice, including that: <ul style="list-style-type: none"> The apprentice has the right to work in England They spend 50% of their working time in England They are not undertaking another apprenticeship or will benefit from DFE funding during their apprenticeship programme (including student loans) They have not been asked to financially contribute towards the apprenticeship 	
2. Conduct the following checks with the employer: <ul style="list-style-type: none"> The employer was offered (for new rec) the option of the free 'Recruit an Apprentice' service The employer has a contract of service with the apprentice which is long enough to complete the apprenticeship successfully (including end-point assessment) 	

<ul style="list-style-type: none"> • The employer has declared the apprentice on the employers PAYE apprenticeship service account • The employer and the apprentice have signed an apprenticeship agreement • The employer is paying the apprentice a lawful wage • The employer has agreed that the apprenticeship is the most appropriate learning programme for the individual • The employer acknowledges that the apprentice requires at least 6 hours per week off-the-job training over the duration of the training period; and where applicable meets the minimum number of 'Protected Learning Time' hours as set out by a Professional Body e.g. Nursing and Midwifery Council • The employer will allow the apprentice to complete their off-the-job training during normal working hours (including English and maths if required) • The employer will give the apprentice appropriate support and supervision 	
<p>3. Develop a plan of training, for consultation and agreement by all 3 parties, taking account of the following:</p> <ul style="list-style-type: none"> • An initial assessment of the learner's pre-existing knowledge, skills, and behaviours (prior learning), against those required to achieve the apprenticeship • The learner's current English and maths working level • Any learning support needs • The minimum off-the-job training and 'Protected Learning Time' hours as set out by a Professional Body. • Any requirements for training to be sub-contracted (to be agreed with the employer). 	
<p>4. Negotiate a price with the employer, including the following checks:</p> <ul style="list-style-type: none"> • Additional payments / bursaries / small employer waiver • Relevant prior learning (which would reduce the content, duration, and the negotiated price) • That the employer understands any obligations in relation to co-investment (where appropriate) 	
<p>5. Manage/provide the off-the-job training as detailed in the plan of training (as detailed in Section 4 below):</p> <ul style="list-style-type: none"> • Provide an induction programme to the (named) apprentice (and the employer if required) that explains the plan of training • Provide appropriate learning materials to the apprentice. • Report (named) apprentice non-attendance at scheduled training sessions to the employer • Manage/oversee the delivery provided by any other party (subcontractors) as detailed in the plan and in accordance with the funding rules. • Pass on apprenticeship funding to any subcontractors (as agreed with the employer) and to the end point assessment organisation selected by the employer • Ensure the quality of delivery through regular observations of teaching and learning, and apprentice/employer feedback 	

Commented [KH1]: Change as appropriate for the course.

<ul style="list-style-type: none"> • Arrange for any certification as agreed with the employer/apprentice and/or required by the apprenticeship. • Lead the tripartite progress reviews with the apprentice and employer • Update the Training Plan in consultation with the Employer and Apprentice as and when required • Agree, with the apprentice and employer, when learning is complete, and the apprentice is ready to undertake the end-point assessment 	
<p>6. Administer the programme:</p> <ul style="list-style-type: none"> • Complete any required paperwork (e.g., ILR) and upload data to the DFE/ ESFA as required to trigger funding • Make efforts to secure alternative employment for the (named) apprentice if made redundant by the employer • Seek to resolve any complaints brought by the apprentice/employer 	

Employer:

The Employer (manager/ Employer Lead for Apprenticeships) will:

	Employer/ Manager Initial
1. Work with their selected provider to identify the most suitable apprenticeship standard/framework	
2. Provide assistance to the provider in the eligibility checks of the apprentice (outlined above)	
<p>3. Confirm that the main provider has made the appropriate checks (outlined above) with them and that:</p> <ul style="list-style-type: none"> • They have agreed that the apprenticeship is the most appropriate learning programme for the individual • The apprentice has the opportunity in their job role to gain the knowledge, skills and behaviours needed to achieve the apprenticeship • The apprentice has the appropriate support and supervision to carry out their job role • The apprentice is declared on the employers PAYE apprenticeship service account • They have agreed that prior learning has been taken into account with the design of the programme • They have acknowledged that an apprenticeship requires what equates to least 6 hours per week off-the-job training over the duration of the training period. • If applicable, they have acknowledged that the apprenticeship requires 'Protected Learning Time' hours as set out by a Professional Body. • They can confirm the apprentice is receiving a wage in line with the national minimum wage requirements and that the apprentice rate was not used prior to a valid apprenticeship agreement being in place 	

<ul style="list-style-type: none"> All off-the-job training must be completed during normal working hours (including English and maths if required) 	
4. Negotiate a price with the provider, taking into account the apprentice's prior learning, and understands any obligations in relation to co-investment	
5. If the apprenticeship requires an independent end-point assessment, choose an end-point assessment organisation (at least 3 months prior to the end of the programme)	
6. Contribute to and agree to the Training Plan, as developed by the provider: <ul style="list-style-type: none"> Deliver off-the-job training (where agreed and detailed in the plan of training) If applicable, support completion of 'Protected Learning Time' hours as set out by a Professional Body. Provide the apprentice with opportunities to practise new skills in the work environment Assist the provider in collecting evidence of off-the-job training (where information is held by the employer) Contribute to tripartite progress reviews with the apprentice and provider Agree, with the apprentice and provider, when learning is complete, and the apprentice is ready to undertake the end-point assessment Seek to resolve any complaints brought by the apprentice/provider 	

Apprentice:

The Apprentice will:

	Apprentice Initial
1. Give the main provider relevant information to assist in learner or programme eligibility checks	
2. Comply with any policies and procedures as outlined in this Training Plan	
3. Attend all required off-the-job training and workshops, or notify the provider/employer (in advance where possible) of non-attendance	
4. Commit to the learning activities required in each module, including any additional self-study and research (to take place during working hours)	
5. Complete any coursework, assignments and exams required to achieve the apprenticeship	
6. Assist the main provider in collecting evidence of off-the-job training (where information is held by the apprentice), and if applicable 'Protected Learning Time' hours as set out by a Professional body	
7. Attend and contribute to the progress review meetings	
8. Agree, with the employer and main provider, when learning is complete and that they are ready to undertake the end-point assessment	
9. Bring any issues to the attention of the employer/provider, including any learning support/health issues that might affect the plan of training	

SECTION 4: PLAN OF TRAINING

Apprenticeship Programme Details:

Apprenticeship Framework/Standard Name	
Reference Number/Version	
Delivery Model brief description (e.g day release, block release, front-loaded)	Day release
Apprenticeship Level	
Apprenticeship Start Date	
Practical Period Start Date	
Practical Period End Date	
Apprenticeship End Date	

Off-the-Job Calculation (refer to notes on final page):

Apprentice Normal Working Hours Per Week (Hrs)	
Weeks On Programme (Wks)	
Leave Entitlement (Wks) – 5.6 weeks per 12 months	
Minimum Off the Job Training (OTJ)	
Planned OTJ hours	

Recognition of Prior Learning:

Describe and evidence any prior learning assessment made against the standard. This can include work experience, prior education, training, or qualifications in a related sector subject area.

Note that prior learning must reduce the content, duration, and price of the programme.

An Initial Needs Assessment (INA) has been carried out with the apprentice and employer to review any prior learning.

(Delete as appropriate)

There is no Recognition of Prior Learning (RPL) to be carried forward.

or

There is Recognition of Prior Learning (RPL) to be carried forward and this is reflected in the Individual Learning Plan (ILP).

Learning Support:

Describe the outcome of any learning support assessment made and the support to be deployed as a result.

An Initial Needs Assessment (INA) has been carried out with the apprentice and employer to review any additional learning support needs.

(Delete as appropriate)

No additional learning support needs have been identified on INA or application.

or

Additional learning support needs identified on INA and/or application. Further assessment to be made on commencement of programme.

English/Maths:

Level 2 English and maths are an entry requirement for this programme. Formative strategies are built into the modules to prepare apprentices and they will be expected to use their numeracy skills in work based learning settings. Literacy is essential for this programme and a range of formative and summative strategies will develop and enhance their literacy skills.

Progress Reviews:

Individual Learner Progress Reviews (ILPRs) are tripartite meetings between the apprentice, an employer representative, and a university representative. ILPRs take place four times per year and are spaced across the year. Dates are noted in the Individual Learning Plan (ILP).

In addition to planned ILPRs, ad-hoc reviews can be arranged through your University of Worcester Academic Assessor or Personal Academic Tutor and Practice Assessor, Line Manager or Practice Facilitator.

Occupational Content/Components:

Module code Y1	Module title	Method	Module Hours	Included in OTJ
Additional theory hours in part one – independent study/assessment weeks				
TOTAL				

Module code Y2	Module title	Method	Module Hours	Included in OTJ
Additional theory hours in part one – independent study/assessment weeks				
TOTAL				

Module code Y3	Module title	Method	Module Hours	Included in OTJ

Additional theory hours in part one – independent study/assessment weeks				
TOTAL				

Notes

Note (1)	Apprenticeship Start Date:	The apprenticeship start date may be the same date as the practical period start date (i.e. the date that training with a provider begins – see Apprenticeship Funding Rules glossary for definition). This is common for existing members of staff who are already in their job role when they decide to become an apprentice. In the case of an individual who is newly recruited into a business, the apprenticeship start date may be slightly earlier than the practical period start date (i.e. the individual begins their job role first and then their training, usually no more than 2-3 weeks later).
Note (2)	Practical Period Start Date:	The date that <u>evidenced</u> training towards the apprenticeship begins (see Apprenticeship Funding Rules glossary for definition). This date can be the same as the Apprenticeship Start Date or it can be later. This is the same as the Learning Planned Start Date on the ILR.
Note (3)	Practical Period Planned End Date:	This is the final planned day of the training period and the point when the apprentice is assessed as being ready to progress to end-point assessment. This is the same as the Learning Planned End Date on the ILR.
Note (4)	Apprenticeship Planned End Date:	This is the date when the end-point assessment, and therefore the full apprenticeship, will be complete.
Notes (1) to (4)	See above	These should match the dates entered onto the apprenticeship agreement. ESFA acknowledge that actual end dates might differ from planned end dates.
Note (5)	Hours Per Week:	For starts on/after 1 August 2022, the provider should enter '30' here for all full time apprentices, even if the apprentice is contracted by the employer to work more. For part-time apprentices enter the actual number of hours worked (note that the duration of the programme i.e. weeks on programme must be extended and statutory leave must be pro-rata'd accordingly (see Apprenticeship Funding Rules).
Note (6)	Weeks On Programme:	The provider should enter the number of weeks the programme will last (without deducting annual leave). E.g. 1 year (minimum) = 52 weeks, 2 years = 104 weeks and so on. For part time apprentices this should be extended in accordance with the Apprenticeship Funding Rules.
Note (7)	Statutory Leave:	Statutory leave (of 5.6 weeks per 12 months for full time apprentices) should be deducted from the calculation for off-the-job training.
Note (8)	Minimum Off-The-Job Training Calculation:	Based on the information entered in (5), (6) and (7) the form will calculate the minimum number of hours that should be delivered for the programme to be compliant. The minimum for a 12 month/52 week programme (after stutory leave) is 278.4 hours (rounded down to 278 hours).

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Note (9)	Planned OTJ Hours	This may be more than the minimum requirement (see note 8). The planned volume of training hours must be supported by the initial assessment. Some apprentices and standards will need more than the minimum requirement to develop full occupational competence.
Note (10)	Prior Learning:	This section is free text and can be used to describe any analysis of prior learning and how the programme has been adjusted accordingly. You can keep a separate record of this if preferred.
Note (11)	English and Maths:	This section is free text and can be used to describe any analysis of English and maths and how the programme has been adjusted accordingly. You can keep a separate record of this if preferred.
Note (12)	Learning Support:	This section is free text and can be used to describe any analysis of learning support and how the programme has been adjusted accordingly. You can keep a separate record of this if preferred.
Note (13)	Progress Reviews:	Progress review must take place at least every 12 weeks. You may want use this section to document the progress reviews, or you may want to use this section to provide a brief description of the format and frequency of the progress reviews, and how ad-hoc reviews can be arranged etc by the parties. You can keep a separate record of this if preferred.