

Apprenticeship Programme in Wales Guidance

Core Apprenticeship Programme

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Apprenticeship Programme Guidance 2027

Frameworks leading to regulated qualifications at levels 2-5, including Shared Apprenticeships

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1. Introduction

- 1.1 One of Medr's Strategic Aims is to 'create a flexible and joined-up tertiary system where everyone can acquire the skills and knowledge they need for a changing economy and society'. We have committed to deliver apprenticeship provision that responds to the Welsh Government's skills priorities and meets the needs of learners, employers, and the economy. This is grounded in our strategic duty to contribute to the development of a sustainable and innovative economy in Wales.
- 1.2 The new Apprenticeship Programme commences on 1 August 2027 and will be funded through grant arrangements with recipients (referred to as "providers" throughout the Medr documentation suite) identified through an application and assessment process. This new approach aligns with Medr's investment arrangements for all other tertiary provision, supporting our aim for a more joined-up and coherent sector.
- 1.3 This programme guidance outlines the aims and objectives of the programme but allows providers to decide how best to deliver the programme to meet the learners' needs. The programme design, and implementation through a grant funding model, is intended to balance stability with flexibility, allowing the programme to respond to changing priorities whilst maintaining continuity for learners and employers.

Grant award approach

- 1.4 There are three strands within the Apprenticeship Programme for which grant awards will be made:
 - Apprenticeship Programme, including Shared Apprenticeships (delivery of frameworks leading to regulated qualifications at levels 2-5)
 - Degree apprenticeships (delivery of frameworks leading to degrees at level 6 awarded by universities)
 - Supported apprenticeships (all levels)
- 1.5 Initial grant awards will be for a period of four years. Minor changes may be made to the programme guidance during the first four years to respond to changing circumstances. If providers continue to meet the programme's grant conditions and continue to be compliant with the requirements of Medr's regulatory framework, they will continue to receive investment following the initial award.
- 1.6 There will be a formal review of the programme at the four-year point which may lead to more major changes; it will also be an opportunity for further providers to receive grant funding under the programme, subject to programme conditions and budget availability.
- 1.7 **This document provides information and guidance for learning providers receiving grant funding to deliver the Apprenticeship Programme (Levels 2 to 5) including Shared Apprenticeships strand.** It should be read in conjunction with the Grant Application documentation, [Medr's regulatory framework for tertiary providers](#) and the [conditions of grant and funding](#).
- 1.8 Separate guidance documents are available for the Degree Apprenticeships and Supported Apprenticeships strands.

Apprenticeship Programme (regulated qualifications at levels 2-5)

- 1.9 Medr encourages collaborative arrangements, including consortium or partner organisation models, including sub-contracting models for providers applying to deliver this strand, building on the current delivery model. This will help ensure grant awards are at sufficient scale to provide coverage across all sectors and regions in Wales and supports high-quality delivery.
- 1.10 To be considered for a grant award under this strand, applicants must demonstrate that they have the capacity, either individually or through appropriate collaborative arrangements, to manage grant funding at sufficient scale to support the objectives of the programme. For planning and assurance purposes, Medr expects applicants to be able to demonstrate capacity to manage a grant value of up to £5m per year, including new starts and continuing learners. This is a capability benchmark and does not guarantee an allocation of that amount. Actual annual grant allocations will be determined in accordance with the allocation methodology as outlined in paragraphs 6.10 – 6.12 and may be less than £5m. For new providers without continuing learners, Medr anticipates that the minimum grant value in the first year will be £1.5m, subject to the allocation methodology, programme conditions and budget availability.

2. The Apprenticeship Programme

- 2.1 *“A Welsh apprenticeship is paid employment with training. Apprentices earn a wage, gain experience, learn new skills, and gain industry-recognised qualifications and competence (from level 2 up to degree level). The learning is defined through an Apprenticeship Framework.”*
- 2.2 An apprenticeship is delivered as a partnership between the learning provider, the employer, and the learner.
- 2.3 Our vision is for an Apprenticeship Programme that:
- Is inclusive for all learners
 - Expands opportunities for learners to undertake part or all of their apprenticeship in Welsh
 - Is flexible and agile, with clear expectations of outcomes rather than rigid processes, enabling providers to innovate and achieve positive results through meaningful accountability
 - Delivers high-quality provision and positive outcomes for learners and employers
 - Meets the needs of the economy and supports changing skills demands
 - Promotes strong learner engagement and participation
 - Offers coherent pathways and progression routes across the tertiary sector, enabling learners to follow a path that works for them
 - Achieves parity of esteem between vocational and academic pathways, supporting a fully integrated tertiary education and training system.

High-level principles

- 2.4 The Apprenticeship Programme is underpinned by the following high-level principles:
- Provides an all-age programme for learners aged 16 and above
 - Delivers high-quality apprenticeships from Level 2 to Level 6
 - Responds to changing skills demands across the economy and regional skills needs
 - Responds to the Welsh Government’s skills priorities, including emerging technologies and green skills
 - Meets the needs of learners and supports their progression through the tertiary education system and into and throughout their chosen careers
 - Is agile and responsive, ensuring that the right qualifications and skills are delivered to meet the needs of employers, learners and the economy
 - Delivers inclusive apprenticeships which are accessible to learners from a range of backgrounds, including those with protected characteristics and socio-economic disadvantage.
 - Enables all apprentices to develop, maintain and use their Welsh language skills throughout their training and employment, equipping them to contribute to an increasingly bilingual workforce
 - Offers high-quality provision that strengthens learner attainment and improves outcomes.

Tertiary Education and Research (Wales) Act 2022

- 2.5 The commencement of the apprenticeship provisions in Part 4 and Section 104 (financial support for apprenticeships) of the Tertiary Education and Research (Wales) Act 2022 (TER (W)) Act is due to transfer relevant functions to Medr in August 2027.
- 2.6 Welsh Ministers are developing a new Specification of Requirements for Approved Welsh Apprenticeships under section 115 of TER (W). The Requirements will replace the Specification of Apprenticeship Standards for Wales (SASW) and will be in place on 1 August 2027.
- 2.7 Prior to final policy decisions, the Welsh Government will be consulting on the new Requirements in the Autumn 2026. The Requirements will maximise flexibility for the delivery of apprenticeships within a clear statutory framework. They will specify what must be included in an Apprenticeship Framework for learners to undertake the learning pathway and be approved as completing a Welsh apprenticeship for the purposes of Part 4 of the Act.
- 2.8 Medr's design of the new Apprenticeship Programme reflects the greater flexibility expected under the new Requirements.

Apprenticeship Frameworks

- 2.9 An Apprenticeship Framework sets out the programme of learning and qualifications required to complete a Welsh apprenticeship. All pathways within a framework consist of:
- A competence and knowledge qualification or a combined qualification
 - Essential Skills Wales qualifications (where required) in:
 - Communication
 - Application of number
 - Digital literacy (optional)
 - On and off the job training
 - Other industry competency/standards requirements
- 2.10 From August 2027, 18 sector frameworks will be available across Wales:
- Health, social, and child care
 - Engineering
 - Manufacturing
 - Creative, design and media
 - Management, business and retail services
 - Public and protective services
 - Education and early years
 - Catering and hospitality
 - Construction and the built environment
 - Legal, finance and accounting
 - Digital
 - Hair and beauty
 - Agriculture, environmental and animal care
 - Transport, automotive and logistics

- Science and energy
- Food and drink
- Property services
- Sport and leisure

2.11 Providers can formally request amendments to pathways/frameworks or propose the development of new pathways on the Apprenticeship Framework library. This function will be live on the website on 1 August 2027. Separate guidance on the new library and certification systems will be issued prior to the start of the programme.

Sector priorities and regional need

2.12 The programme must be able to respond to and meet regional economic and Welsh Government skills priorities, including responding to changing technologies and the need for green skills. The programme recognises that skills needs are continually evolving. Emerging technologies, demographic change, economic transition, decarbonisation and changing employer demand all require an apprenticeship system capable of adapting over time. Sector priorities will be confirmed on an annual basis.

2.13 Providers must be able to demonstrate that they will use the grant funding to deliver the provision across a range of key sector areas, and that they are able to respond to changing priorities. No more than 50% of a provider's funded activity should be within a single sector. For the avoidance of doubt, this 50% can be contributed to by a number of organisations as part of a consortium of partnership model (including subcontracting models). Providers will need to monitor national, regional and local skills needs and labour market information and use this evidence to plan their future delivery of funded provision.

2.14 Typically, delivery will be planned on a regional basis, to ensure coverage for all parts of Wales while avoiding duplication and overlap.

Medr's regulatory framework

2.15 Providers delivering the funded activity for the Apprenticeship Programme will be required to be compliant with Medr's regulatory framework and conditions of funding. Monitoring of compliance will be through Medr's provider risk assurance process, which will be developed and implemented during 2026/27.

2.16 Further details of the requirements of the [regulatory framework](#) are set out on Medr's website.

Condition:
<u>Financial Sustainability (Initial and ongoing)</u>
<u>Governance and Management (Initial and ongoing)</u>
<u>Quality and Continuous Improvement (Initial and ongoing)</u>
<u>Staff and Learner Welfare (Initial and ongoing)</u>
<u>Welsh Language (Ongoing)</u>
<u>Learner Protection (Ongoing)</u>
<u>Learner Engagement Code (Ongoing)</u>
<u>Equality of Opportunity (Ongoing)</u>
<u>Complaints Procedures (Ongoing)</u>
<u>Regard to Advice and Guidance (Ongoing)</u>
<u>Information, Assistance and Access (Ongoing)</u>

Engagement and monitoring

2.17 In addition to the reporting requirements of Medr's regulatory framework, providers will be required to regularly engage with Medr, so that Medr can monitor the use of grant funding and the delivery of funded activity against the programme aims, including:

- Programme demand and take up, including from individuals from a range of backgrounds and with protected characteristics and socio-economic disadvantages.
- Patterns of delivery in sector priority areas, and alignment with regional skills needs.
- Engagement with employers, including effectiveness of increasing the number and breadth of employers recruiting apprentices.
- Quality of the learner experience and learner outcomes.
- Take up of Welsh medium opportunities.

2.18 The insights gained from this monitoring will be used to support providers to improve their individual performance against the expectations of the programme guidance and will be used to identify areas where changes may need to be made to the programme as a whole, including additional development activity led by Medr.

3. Roles and responsibilities

3.1 The Provider

- To maintain compliance with Medr's conditions of funding and other requirements of Medr's regulatory framework.
- To ensure that all apprentices are compliant with the Apprenticeship Programme eligibility requirements.
- To deliver provision that is of good quality, as evaluated through Estyn inspections/QAA reviews (as appropriate).
- To help employers understand the investment required from them through employing an apprentice, including resources, time commitment, and requirements throughout the period of learning.
- To support employers with the recruitment of the apprentice.
- To provide the employer and learner with information about the structure of the apprenticeship and clear definition of roles and responsibilities between the provider, employer and learner.
- To undertake an initial assessment of the learner, as set out in paragraphs 4.3 – 4.4.
- To complete an effective induction of the apprentice, including completion of an apprenticeship learning agreement.
- To complete an effective induction for employers to ensure they are fully aware of their responsibilities and are informed as to the implications of these obligations.
- To undertake regular learning reviews, including learners' progression, what they have achieved to date, the further learning required, including readiness for assessments and how close they are to completion, to help employers and learners plan more effectively.
- To ensure all aspects of the funded provision are delivered in compliance with the framework requirements.
- To expand their employer network, particularly to include SMEs.
- To provide ongoing guidance and advice to the employer/apprentice throughout the duration of the apprenticeship, and to keep both parties informed of progress and fully involved in the programme delivery.
- To provide employers with mentoring, guidance and support in the recruitment, delivery, and outcomes processes to ensure a high-quality learner experience that leads to successful outcomes and sustained employment or self-employment.
- To provide learners with effective assessment, delivery, and support processes to enable successful outcomes not only in terms of qualification achievement but also in terms of career progression and learner wellbeing.
- To ensure that they have in place robust systems and processes to support and evidence compliance with all requirements of the programme as specified.
- To ensure that their provision is inclusive and accessible for learners from a range of backgrounds and with protected characteristics and to ensure that they actively encourage staff and learners to participate in any schemes and initiatives available to increase uptake, participation and success.
- To increase the number of ethnic minority people starting and completing apprenticeships, in line with the Anti-racist Wales Action Plan (ARWAP) and Employment and Skills 2024 review.

- To undertake equality impact assessments to understand the impact of processes and policies on all people with protected characteristics.
- To promote and celebrate the Apprenticeship Programme.
- To create an environment in which the Welsh language is actively promoted and encouraged across the training provider's activities, so that apprentices and staff can develop, maintain, and use their Welsh language skills in their day-to-day learning and work.
- To actively promote inclusive and accessible Welsh-medium apprenticeship opportunities and encourage staff and learners to participate in relevant schemes and initiatives that help increase demand for, and participation in, Welsh-medium training and assessment.
- To provide Medr, or a person authorised by Medr, with such information, assistance and access to the provider's facilities, systems and equipment as Medr may reasonably require to undertake its functions.
- (Shared apprenticeships only) It is the responsibility of the lead organisation/employer to pay the apprentices their wage and reclaim wages from the host employers.

3.2 The Employer

- To employ and, as a minimum, to pay the apprentice in accordance with National Minimum Wage requirements – for both off and on the job training.
- To ensure that the apprentice is allowed time to attend off the job training as appropriate.
- To ensure conformity with UK immigration law in respect of each apprentice's right to live and work in the UK and keep records of the checks.
- To undertake legal responsibilities for the health and safety of the apprentice.
- To ensure conformity with equal opportunities legislation and good practice.
- To ensure that sufficient time and resources are made available for the apprentice to fulfil their learning and assessment needs, including to ensure that the apprentice attends work and training for at least sixteen hours per week.
- To support and actively contribute to the apprentice's learning and delivery of the Apprenticeship Programme.
- To ensure that the learner has access to an appropriate named mentor within the organisation who will act as the nominated point of contact during the programme.
- To actively contribute to and promote the ongoing development of the Medr Apprenticeship Programme Employer Toolkit.
- To work with training providers in meeting their obligation to take all reasonable steps to promote and encourage the use of Welsh, and increase demand for, and participation in, Welsh-medium training and assessment where available, so that apprentices can develop, maintain, and use their Welsh language skills in practice.
- To support the career progression of the learner and where self-employment is considered a reasonable option, in their transition into self-employment.

3.3 The Learner

- To apply themselves to their learning and assessment by attending courses and other on or off the job learning events, being prepared for assessment, and actively participating in the planning and reviewing of their programme.
- To take responsibility for their own learning and development.
- To behave in a considerate and responsible manner, with due regard to their own and others' equality of opportunity and to the health and safety of others and themselves in the working and learning environment.
- To work for the employer to the best of their ability and in accordance with the employer's policies and procedures.
- To engage positively with opportunities, where available, to develop, maintain, and use their Welsh language skills as part of their training and employment, recognising the benefits this brings to an increasingly bilingual workforce in Wales.

4. Key programme elements

Welsh Apprenticeship Agreement

- 4.1 A learner must have a Welsh Apprenticeship Agreement which sets out in writing their terms and conditions of learning with the provider and employer before, or at the point at which, the learner starts the Apprenticeship Framework.
- 4.2 The learner must be notified prior to any changes being made to the Welsh Apprenticeship Agreement, or as soon as possible thereafter.

Induction and learning assessment

- 4.3 Providers will be required to work with the learner and the employer to undertake and document a robust induction and assessment process for all learners and to produce an Individual Learning Plan, tailored to the individual and employer needs. This assessment should be available in the learner's language of choice of either Welsh or English.
- 4.4 While providers can devise their own assessment process and documentation, this must include consideration of:
 - Effective assessment, delivery, and support processes to enable successful outcomes, not only in terms of qualification achievement, but also in terms of career progression, including preparation for self-employment where appropriate.
 - Identification of any potential barriers to learning and additional support requirements, including any additional learning needs and protected characteristics.
 - Relevant recognised prior learning (RPL). This should only include full certificated qualifications achieved. In future, dependent on systems development, it may be possible to recognise individual modules. Providers will be informed should this become the case.

- An assessment of Welsh language skills and plan for how provision and delivery can offer opportunities to develop, maintain and use the learner's skills based on that assessment.
- Essential Skills qualifications or proxy qualifications achieved, and qualifications to be completed.
- Qualifications, as set out in the Apprenticeship Framework, to be completed (all apprentices must complete the competency qualifications. Knowledge qualifications must be completed where they have not already been included through recognised prior learning).
- On and off the job training to be completed.
- Optional units, industry/occupational competencies, as outlined in the Apprenticeship Framework.
- Learner's start date and duration.
- Career skills to be delivered through qualifications and courses.
- Entrepreneurship support for learners who may enter self-employment at the end of the apprenticeship
- Employability skills to be developed
- Learner wellbeing including taking into account individual barriers such as caring responsibilities that might require more flexibility of delivery or support.

Programme duration

- 4.5 There is a minimum duration for a learner on the Apprenticeship Programme of 12 months. The 12 months minimum duration protects the nature of a Welsh apprenticeship as a programme of learning which develops occupational competency. There may be exceptions to this in the first year of delivery, due to recognised prior learning or where the competency component of specific Apprenticeship Frameworks may need to be reviewed. Further information about exceptions will be provided in due course.
- 4.6 There is no fixed maximum time for learners on the Apprenticeship Programme. The estimated time for completion will be based on outcome of the provider's assessment and should be agreed between the provider, employer and learner. Where learners complete their apprenticeship in less time than estimated, providers will receive the agreed investment value for that learner, as all elements identified as necessary for completion will have been developed.

Learner outcomes

- 4.7 Providers are required to use their best endeavours to ensure that each learner secures sustainable employment at the end of their Apprenticeship Programme (this includes self-employment). It is unlikely to be in an apprentice's best interests to be placed with an employer that, from the outset, is only offering temporary employment for the duration of the apprenticeship. Such an arrangement would only be appropriate where there is sufficient evidence to indicate that, once qualified, the apprentice will be able to secure sustained employment or self-employment elsewhere. Where self-employment is considered a reasonable option, we would expect providers to support their learners in their transition into self-employment.
- 4.8 Providers will be expected to monitor and report to Medr on numbers of learners achieving the following outcomes:

- Successful completion of all elements of the relevant Apprenticeship Framework and certification.
- Timely completion of programme – defined as completion of the programme within assessed target duration.
- Entry to sustained employment within four weeks of leaving.

4.9 This information will be used by Medr to record the progress and outcomes achieved by the Apprenticeship Programme.

4.10 In line with Medr's regulatory framework, providers will also be expected to demonstrate outcomes across a broader range of measures, including learner progression into further learning, learner experience, and equality of opportunity for learners from a range of backgrounds.

Accreditation and certification

4.11 Accreditation and certification of qualifications must be supported by submissions to an awarding body, in compliance with the relevant internal and external verification systems.

Welsh language

4.12 [An apprenticeship provider registered with or funded by Medr must publish and maintain a Welsh Language Strategy.](#) This strategy should set out how the provider will take all reasonable steps to:

- promote and encourage greater use of the Welsh language across the provider, so that people – including staff and learners – can use the language naturally in their daily lives;
- increase demand for, and participation in, tertiary education delivered through the medium of Welsh.

4.13 To help them meet these requirements, providers are encouraged to work with the Coleg Cymraeg Cenedlaethol (the Coleg) as one of the institutions responsible for strategic planning in relation to the Welsh language in tertiary education. The Coleg works with Welsh Government, Medr, and providers to support growth in Welsh-medium and bilingual study and training opportunities. In the context of apprenticeships and the National Plan for the Welsh Language in Tertiary Education, the Coleg will support and advise providers as they develop and implement their Welsh Language Strategies, helping to identify practical ways to increase demand for, and participation in, Welsh-medium apprenticeship provision. This includes support in relation to the tertiary education workforce and encouragement and support for learners. The Coleg also supports Medr by providing strategic advice on the implementation of the Welsh Language condition, contributing to discussions on priorities, and sharing good practice across the sector to support real improvement in provision.

4.14 The National Institute for Learning Welsh (formerly the National Centre for Learning Welsh) is also likely to offer relevant opportunities for support in implementing providers' Welsh Language Strategies. Within the context of the National Plan for the Welsh Language in Tertiary Education, providers' Welsh Language Strategies, and the strategic planning and support provided by the Coleg, the National Institute

will play an important role supporting the development of the Welsh language skills and confidence of the tertiary education sector workforce, with the aim of building capacity to deliver Welsh-medium provision.

- 4.15 Medr will monitor providers' performance against their Welsh Language Strategies and will use its established regulatory and grant management processes to drive continuous improvement and challenge in areas where progress is insufficient.

Equality

- 4.16 In developing the Apprenticeship Programme, Medr has undertaken an Integrated Impact Assessment (IIA) to consider the likely impacts of the programme on learners, employers, providers and communities across Wales, including people who share protected characteristics under the Equality Act 2010 and those experiencing socio-economic disadvantage.
- 4.17 The assessment identified an overall likely positive impact on equality of opportunity. The programme has been designed to support inclusive participation, remove barriers to learning and progression, and improve access to apprenticeships for people from a diverse range of backgrounds. This includes support for learners with disabilities and additional learning needs, learners from ethnic minority backgrounds, learners from socio-disadvantaged communities, those with protected characteristics, and those who may face barriers to participating in learning or employment.
- 4.18 The programme supports Medr's duties to promote equality of opportunity and participation through flexible delivery models, learner-centred support, Welsh-medium opportunities, recognition of prior learning, additional learning support arrangements and targeted investment to help providers attract, retain and support under-represented learners.
- 4.19 Medr will continue to monitor participation, achievement and progression outcomes to identify and address any differential impacts on learners with protected characteristics or those experiencing socio-economic disadvantage and will use this evidence to inform future programme development and continuous improvement activity.

Quality and Continuous Improvement

- 4.20 The provider must comply with Medr's quality and [continuous improvement condition](#). This requires providers to demonstrate that their provision is of good quality, and that they engage with continuous improvement. They are required to take account of Medr's [Quality Framework](#).
- 4.21 Providers should have in place self-assessment systems to evaluate the quality of delivery and use these to drive continuous improvement in the learner experience. These systems should be informed by data and by the views of learners. Providers should have systems for monitoring the impact of actions taken as a result of self-assessment activity.

- 4.22 Providers are expected to use innovative and flexible delivery mechanisms. This includes taking advantage of existing and new technologies, using a variety of learning and teaching practices and responding to learner needs, including for those with additional learning needs. Provision should respond to changes in industry and sector practice and needs.

Micro credentials

- 4.23 One of the aims of the Apprenticeship Programme is to be responsive and flexible to provide apprentices with the right skills and qualifications to enter and progress in their chosen career. Medr has piloted an approach to enable apprentices to complete short courses and qualifications focused on key occupational competencies linked to Wales's Net Zero agenda, in addition to the requirements of their Apprenticeship Framework.
- 4.24 This approach enables apprentices to strengthen their occupational competence and further enhance their learning journey. Apprentices can access a range of short courses from an approved published qualification and courses list. An apprentice can access more than one course if appropriate or relevant to their chosen occupation if they do not exceed a £1,500 cap.
- 4.25 Medr intends to continue the micro-credential pilot alongside the core requirements of the Apprenticeship Programme, (as set out in the Grant Application document suite, subject to evaluation and budget availability). Separate guidance will be published on this element of the programme, and it is subject to change or removal.

Assurance

- 4.26 All providers are required to comply with [Medr's Governance and Management condition](#).
- 4.27 Medr applies an end-to-end assurance approach to monitoring the Apprenticeship Programme. Medr's role is to assure the integrity of the apprenticeship system through systematic review and validation of evidence, data and provider processes across the full learner and programme lifecycle.
- 4.28 Medr recognises that different processes will be appropriate to different types of providers and, while outline guidance is provided, it is for providers to determine, identify and monitor the efficiency of the systems of control and processes suitable for their organisation and to submit to Medr as requested. Any processes used must be robust and accessible. Providers are expected to undertake an annual programme of internal and external audit. Medr reserves the right to review processes and receive audit report findings or summaries.

5. Shared Apprenticeships

- 5.1 The Shared Apprenticeship Programme supports micro and small employers to recruit apprentices. It enables apprentices to work with a number of employers to successfully complete their Apprenticeship Framework.

- 5.2 Shared Apprenticeships also support sectors where short term contracts are common, for example childcare and creative industries, to enable learners to enter these sectors and successfully complete their Apprenticeship Framework.
- 5.3 To support this approach, all providers will be responsible for delivering Shared Apprenticeships.

Delivery model

- 5.4 A Shared Apprenticeship model employs apprentices through a lead organisation that manages recruitment, employment matters, welfare and paying the learner their wages. Apprentices complete their training through different host employers. This enables small and micro employers to engage with the Apprenticeship Programme, as they may not have been able to deliver all elements of the Apprenticeship Framework in their organisation. Shared Apprenticeships can support employers to share apprentices, ensuring learners gain the full range of skills and competencies needed to successfully complete the framework. This approach provides more targeted help and support for small and micro employers who may have less in house capacity to manage employment and human resource processes.
- 5.5 It is responsibility of the lead organisation to pay the apprenticeship their wage and reclaim wages from the host employers.
- 5.6 Apprentices are expected to be able to secure sustainable employment after completion and providers should support learners with this.

Employer eligibility

- 5.7 Shared Apprenticeships may be offered in all sector frameworks.
- 5.8 All learning undertaken under a Shared Apprenticeship must comply with general Level 2 to 5 Apprenticeship Guidance and eligibility but additionally:
- Eligibility – the employers involved must be a micro business (fewer than 10 employees) or a small business (fewer than 50 employees). Employers will be permitted to engage up to two apprentices at any one time through the Shared Apprenticeship model.
 - The lead employing organisation must ensure:
 - Apprentices undertake placements with host employers, as detailed in their Individual Learning Plans, including the specific objectives and specialist experience to be gained from each placement.
 - Placements are arranged with participating employers and matched appropriately to the apprentice's strengths, the employer's business needs, and the requirements of the relevant Apprenticeship Framework.
 - Keep records and update the Lifelong Learning Wales Record (LLWR) data system with details of the host employers where each apprentice is placed.

Funding for Shared Apprenticeships

- 5.9 Lead organisations will receive funding of up to a maximum of £4000 per apprentice for the duration of the apprenticeship (this may be subject to change).

6. Funding and payments – core provision

Funding model

- 6.1 Funding is based on the learning requirements of an individual apprentice to achieve their Apprenticeship Framework. The model enables flexibility to tailor the programme of learning to learner and employer needs.
- 6.2 Each apprenticeship component (meaning the components set out in paragraph 2.9 of this document) of the Apprenticeship Framework will have a Medr Unit Value or a fixed rate. The maximum funding value for each pathway within an apprenticeship framework, is the total of all the relevant components' Medr Unit Values multiplied by the Medr Unit price. The maximum funding value will be published on the Medr Framework Library (from August 2027). Annex G of the application pack sets out the indicative maximum funding values for each framework and pathway at time of publication.

- 6.3 The funding model consists of three elements:

- **Induction/assessment**

Providers will undertake an assessment of each learner to establish the scope of their learning needs, in line with their assessment methodology, as set out in paragraphs 4.4.

The outcome of the assessment will enable calculation of the Medr Unit Values required for the learner to complete the framework (individual funding value), and the duration of the funding (number of months over which the learner should be funded). Where the assessment determines that an apprentice has already completed a qualification that is a component of the pathway, including essential skills proxy qualifications, the corresponding Medr Unit Value or associated fixed value would be deducted from the maximum funding value.

The individual funding value and duration are submitted to the LLWR by the provider. These cannot be changed once the final (month 17) – December - LLWR data freeze of the grant year (1 August – 31 July) in which the programme started in has passed. This means providers have five months after the end of the grant year to ensure these are correct.

The assessment and induction payment of £400 is a standard fixed rate to be paid for all learners and will be paid to the provider once an apprentice has started the Apprenticeship Programme and LLWR has been updated.

- **Monthly delivery payments**

Monthly funding will be based on the individual funding value determined by the outcome of the assessment. The monthly delivery cost is determined by the individual funding value minus the induction and assessment payment and the outcome payment value. This will be funded monthly over the duration of the apprenticeship determined through the assessment.

There is a minimum duration of 12 months for an apprenticeship. There is no fixed maximum time allocated. The maximum time will be agreed between the learner, employer and provider, based on the learning to be completed and the learner's needs.

If a learner completes and achieves the framework earlier than forecast, the provider will receive payment for the full funding value, provided that the minimum of 12 months eligibility period for funding has been met and the relevant grant conditions and evidence requirements are satisfied.

The monthly delivery cost for Welsh-medium learning will attract a maximum uplift value of 20%. However, this may be reviewed by Medr over the course of the grant period, in line with Medr's policies and objectives.

- **Outcome Payment**

An outcome payment of 3% of the funding value of the apprenticeship will be paid following framework achievement, as evidenced by an Apprenticeship Framework Certificate. However, this may be reviewed by Medr over the course of the grant period, in line with Medr's policies and objectives.

Additional costs budget

- 6.4 Providers will be able use this investment to remove barriers to learning or invest in Welsh language resources, innovative materials to deliver Welsh to learners.
- 6.5 Areas to be supported through this additional investment include, but are not limited to, the priorities below:
- Welsh-medium
 - Supporting learners from under-represented groups including those from socio-economic disadvantaged groups
 - Support disabled learners and learners with protected characteristics
 - Additional learning needs support
 - Mentoring for employers and learners

Determining the funding value

- 6.6 Each framework component, as set out in paragraph 2.9 of this document) will have a quantity of learning allocated to it. This will be expressed in Medr Units or a fixed value.
- 6.7 The quantity of learning will be multiplied by an apprenticeship weighting. The apprenticeship weighting will be based on apprenticeship sector framework areas and assessment and learning band costs reflecting different costs of delivery. An apprenticeship weighting will be applied to each apprenticeship pathway. The apprenticeship sector framework weightings will be broadly consistent with subject area weightings across Further Education, although the exact apprenticeship sector framework weighting value may be different due to the differences in delivery of apprenticeships and other forms of provision. Apprenticeship Sector Framework Weightings can be found in Appendix 1.
- 6.8 The weighted quantity of learning (Medr Units) is multiplied by the Medr Unit Price. The Medr Unit Price is the monetary value of one Medr Unit, which is £70. The Medr Unit Price will have a fixed monetary value across all frameworks but may change over time. Annex G of the application pack sets out the indicative maximum funding values for each framework and pathway.

Maximum Pathway Value equals

- Medr unit price (£70) x total maximum relevant Medr Units (Maximum Quantity of Learning x Apprenticeship Weighting) for each pathway this includes:
 - Essential Skills Wales Qualifications - £400 per qualification (maximum £1,200 per pathway)

Payment Processes and Reconciliation Timetables

6.9 Grant funding will be made on a monthly basis based on a flat profile with 63% being paid between August-March and 37% between April -July. Reconciliation against a provider's funded activity and forecast profile will take place on a quarterly basis, with adjustment made either at the end of the academic year or in year, where appropriate.

Grant allocations

6.10 Medr will provide a baseline grant allocation to providers meeting the programme conditions to enable them to plan resources and provision for the future and support financial viability. The grant allocation will be subject to Medr's budget allocation from Welsh Government.

6.11 The grant allocation will be based on:

- Indicative baseline allocation assumptions, including the capacity benchmark referred to in paragraph 1.4 and the anticipated first-year allocation for new recipients, subject to the allocation methodology, programme conditions and budget availability.
- Number of continuing learners.
- Number of displaced learners (if any).
- New learner starts.
- Skills priorities as set out by Welsh Government.
- Regional economic needs.
- Additional costs budget allocation.

6.12 Providers will be able to manage their investment allocation flexibly to enable them to meet the expectations set out in the programme guidance.

6.13 Where necessary to protect continuity of apprenticeship provision, Medr may use other funding mechanisms to achieve the Programme outcomes.

7. Learner management

Eligibility

- 7.1 This section sets out the rules on learner eligibility for apprenticeship funding in Wales together with guidance on evidencing learner eligibility, to assist providers in their induction processes.
- 7.2 To assist providers in keeping the learner eligibility administration burden to a minimum, most learners will simply need to confirm on their enrolment form that they have the right to live and work in the UK and have legally lived in the UK for the 3 previous years. For the small number of eligible learners who do not meet this requirement, providers must take steps to satisfy themselves that the learner is legally resident in the UK. To assist providers and funding auditors, further advice on compliant evidence of learner eligibility can be found on the [Medr website](#).
- 7.3 When considering learner eligibility, the key determinant is the country where the participant works. Cross border funding responsibilities are shown in the table below:

Participant's residence	Employer base	Main country where participant works	Time spent working in main country	Funding
Wales or England	Wales	Wales	More than 51%	Medr Funding and priorities.
Wales or England	England	Wales	More than 51%	Medr Funding and priorities.
Wales or England	England	England	At least 50%	Financial arrangements and priorities of the UK Government.
Wales or England	Wales	England	At least 50%	Financial arrangements and priorities of the UK Government.

- The determining factor for those employers situated close to/on the border between England and Wales is the location of the office/site or where their Business Rates are paid at which the learner is primarily based.
- NB:** Where a learner progresses from any activity undertaken in respect of the programme to a higher level, without a break in learning of more than eight calendar weeks, the original eligibility status remains extant.

- 7.4 Individuals are eligible for entry onto an apprenticeship if they, at the point of entry:

- Are not of compulsory school age in Wales; or attending school or college full-time as a pupil or student; or in full-time higher education;
- Meet the residency eligibility criteria as listed in the [Schedule to the Education \(Fees and Awards\) \(Wales\) Regulations 2007](#);
- Are not in custody or on remand in custody;
- Are not in receipt of a [Welsh Government Learning Grant](#) or Education Maintenance Allowance;
- Are not taking part in any other employment or enterprise programme funded directly by the UK Government or the Welsh Government;
- Are not taking part in any other UK Government or the Welsh Government funded vocational learning programmes; and
- Will, as a minimum, be undertaking the competency element of an identified framework.

Employment Status

- 7.5 Apprentices, other than those working in the childcare and play sector, must be employed for a minimum of 16 hours per week. Where learners hold a contract for less than this minimum, providers must retain robust evidence to demonstrate that they nevertheless routinely meet this requirement.

Childcare and Play-work exemption

- 7.6 20% of the workforce in this sector have contracts of employment for under 16 hours a week. In recognition of this, learners undertaking pathways at level 2 or 3 in these sectors will be required to be employed for a minimum of 10 hours per week.

Self-employment

- 7.7 Self-employed learners are eligible for entry to the Apprenticeship Programme if all other entry eligibility requirements are met. When considering learners who are self-employed for entry to the programme, providers must ensure that the learner has sufficient support whilst on-the-job to develop through their framework. The provider must assure itself that all self-employed apprentices work in compliance with Health & safety standards, particularly in respect of supervision.
- 7.8 Self-employed apprentices are only eligible for apprenticeships at level 3 (level 4 for construction and built environment) or above.
- 7.9 The self-employed apprentice must be effectively supervised by an industry qualified person in the apprenticeship occupation. The supervisor must have appropriate experience, knowledge, and qualifications to provide support. The self-employed apprentice must have sign-off of qualification tasks/competencies by a competent industry person or employer.
- 7.10 The provider should ensure that the apprentice does not undertake any activities that they are not trained or qualified to undertake during the apprenticeship other than under direct supervision from an industry qualified supervisor (see paragraph 7.9), and then only if the activities do not contravene any legal requirement for competency.
- 7.11 Self-employed construction workers must:

- Be undertaking learning at level 4 or above, having already gained a construction apprenticeship at level 3.
- Have a minimum of three years' relevant experience in the construction industry prior within the five years preceding the commencement of the apprenticeship.
- Be supervised by an industry qualified person as described in paragraph 7.9.
- Ensure that all tasks and competencies are signed off by a competent industry professional or employer. In this context, competency may be evidenced through, for example, professional qualifications, chartership, an appropriate-level CSCS card, or an industry-regulated Electrical, Heating, and Ventilation certification.
- Receive Health & Safety training and hold an appropriate CSCS card i.e. an apprentice CSCS card.
- Not undertake any activities for which they are not trained or qualified during the apprenticeship, except where they are under the direct supervision of a suitably qualified industry supervisor, and only where such activities do not breach any legal competency requirements.
- NB: These requirements apply not only to learners who are self-employed at the start of their programme but also to those who become self-employed during the apprenticeship.

7.12 These eligibilities will be regularly reviewed and may be subject to change.

Graduates

7.13 Graduates who meet the other eligibility criteria are expected to enter either an apprenticeship (Level 3) or higher apprenticeship (Level 4/5).

7.14 There may be circumstances where the requirements of a particular Apprenticeship Framework prevent a graduate learner from undertaking a Level 3 or Level 4 apprenticeship without first undertaking a Level 2 apprenticeship. If this is the case, the provider will need to clearly evidence this requirement in the learner file.

7.15 The apprenticeship or higher apprenticeship should not be in the same occupational route as the Higher Education achievement unless the content of the Higher Education achievement is substantially different to the apprenticeship or higher apprenticeship. In this instance, the provider should identify the difference in the content of the Higher Education achievement compared to the apprenticeship or higher apprenticeship and hold this evidence on file. This is to ensure continuity of learning, avoid duplication of any previously completed learning or assessment activities, and to ensure appropriate use of public investment.

Transfers

7.16 Learners may undertake planned movement within the same programme to another provider, prior to the completion of the Individual Learning Plan. Providers should seek to ensure a transition that causes minimum disruption to learning and support services. To facilitate an effective transition, providers should have procedures and processes for handling transfers, that as a minimum, seek to share or obtain:

- Referral (if relevant) and Initial Assessment records;
- Assessment and achievement records;

- Information relating to support requirements. The sharing of any data must be compliant with the [Data Protection Act 2018](#) (DPA18) and the [UK General Data Protection Regulation](#) (UK GDPR).

7.17 To support transfers:

- The new provider must keep copies of the appropriate paperwork of the transferring learner on the learner's file;
- The outgoing provider should keep a copy of the letter or email sent to the new provider, confirming that the transfer has taken place, on the learners file.

Progressions

7.18 A learner progressing directly from a Level 2 to a Level 3 apprenticeship, or a Level 3 to a Level 4/5 apprenticeship, is counted as a continuing learner for system purposes so the provider is not required to complete a new enrolment form. Progressions should take place within eight weeks of completion of the lower-level framework.

7.19 The provider must:

- Check that the information it holds on the learner is accurate and there is evidence to support any changes;
- Update the learner's Individual Learning Plan to include details of the new apprenticeship, e.g. start date, expected duration and framework details; considering and recording any relevant RPL;
- Update the Learner's Apprenticeship Learning Agreement (if the employer is the same for both programmes) or prepare a new agreement (if the employer is different); and
- Complete a new assessment for the apprentices and open a new programme of delivery for submission to the LLWR.

7.20 Where more than eight weeks have elapsed between the end of the first apprenticeship and the start of the next, the provider must undertake eligibility checks.

Withdrawals

7.21 A learner is considered to have withdrawn from the Apprenticeship Programme:

- Where they are known to have decided to withdraw from the programme, confirmed in writing by any one of the learner, the assessor, or the employer
- Where there is no delivery evidence of eligible funded activity available to support the designated reconciliation process and no programme suspension in place.
- The withdrawal date must reflect the last date where evidence was in place to support grant funding, or the start date of suspension if applicable.

7.22 Providers must have robust systems in place to ensure that learners who are at risk of early withdrawal are identified and offered additional support and mentoring to help them to remain on programme.

7.23 Where withdrawal is confirmed, providers must retain evidence of assessment and notification of withdrawal.

Redundancy

- 7.24 Where an apprentice is made redundant, or otherwise ceases employment with their employer, the provider is expected, as a minimum, to support the learner by:
- Contacting other relevant employers that they work with to identify whether any suitable alternative vacancies are available
 - Contacting other providers to explore whether suitable vacancies may be available
 - Referring the learner to Careers Choices Dewis Gyrfa for advice on available options
 - Referring the learner to the Apprenticeship Vacancy Service, or similar, to identify suitable advertised vacancies
 - Identifying and facilitating other appropriate support actions, such as Welsh Government employability programmes
- 7.25 The primary focus should be to enable the apprentice to continue their apprenticeship wherever possible.
- 7.26 Evidence of these activities must be maintained on the learner file.

Suspensions

- 7.27 A suspended period of learning should only be applied where the learner is off work for an extended period, e.g. as result of ill health, maternity, adoption, paternity etc. or (in exceptional cases) where the learner's circumstances necessitate a one-off break in their learning programme. Where a suspension occurs, the provider is required to assure itself that the learner is committed to returning to learning after the period of suspension and that the employer is keeping their position open.
- 7.28 Acceptable reasons for suspension are:
- i. Learner illness.
 - ii. Maternity, paternity or adoption leave.
 - iii. Personal reasons which result in a period of employment absence e.g. bereavement, caring responsibilities, extended holiday.
 - iv. Termination of employment (where the provider is unable to continue the Apprenticeship Programme delivery).
 - v. Other reason for Suspension - should only be used where none of the other valid suspension categories apply (e.g. paternity leave in line with employers' terms and conditions, or suspension from work initiated by the employer).
- 7.29 Suspension must not exceed:
- 26 weeks, or
 - 52 weeks (in the case of maternity or adoption leave)
- 7.30 Providers are expected to have a system in place to ensure that the duration of learner suspensions is actively and frequently monitored. In exceptional circumstances, Medr's approval may be sought for suspensions longer than 26 weeks for reasons other than maternity or adoption leave.
- 7.31 Learning must be terminated if there is no likelihood of a return to learning. Should the learner not return to learning at the end of the period of suspension the learner

will be deemed to have terminated learning. This will take effect from the last working day for which there is evidence that the learner attended a programme of learning.

Suspension Review and Termination Requirements before year end

7.32 The following requirements apply in addition to those specified above and relate specifically to processes to be undertaken before the final measurement month of the Award year (Period 17). To ensure the accuracy and integrity of published attainment data, providers must implement a structured review process for all learner suspensions. Providers are required to:

- Conduct formal reviews of all active suspensions during Periods 14, 15, and 16.
- Terminate any suspension that has or will have exceeded 26 weeks (52 weeks for maternity/adoption) in duration by the end of Period 17.

Deletions

7.33 Providers must comply with [Post-16 Data Management Principles](#) and only delete records in line with this guidance.

7.34 To support the deletion, providers must keep a full auditable trail for a minimum of 24 months following the date of the deletion for audit purposes. As a minimum the evidence should be:

- All the learner's start documentation, and
- The approval of a senior officer within your organisation for the deletion and the reason the record was deleted.

Displaced learners

7.35 While it is envisaged that the move from a procured contract arrangement for apprenticeship delivery to a grant funded approach will in future lead to a more stable delivery network, and removal of the 'cliff edge' of time-limited contracts, for the first year of the new programme there is a risk that some learners will be displaced if not all current providers enter new grant funded arrangements.

7.36 In the future, if a provider is removed from grant funding following Medr's intervention process, or otherwise decides to withdraw from delivery, this may also lead to displaced learners. The Regulatory condition of funding on learner protection may also apply in this situation, with Medr requiring providers to produce and implement a learner protection plan.

7.37 Medr will redistribute among providers holding a grant award. Key principles include:

- **Mandatory Acceptance:** All providers holding a grant award must accept displaced learners where the learner's programme of learning aligns with their provision offer.
- **Subcontracting Option:** Providers may place learners with sub-contractors if they cannot deliver the required occupational sector directly.
- **Learner-Centric Placement:** Allocation of learners will prioritise the best sector and regional match for each learner and employer.

- **Allocation Cap:** No provider will be allocated displaced learners exceeding 10% of their annual award value, unless:
 - The provider is the most appropriate regional and/or sectoral match and can demonstrate sufficient capacity to manage the volume involved through a business case approved by Medr.
 - Medr determines that exceeding the cap is necessary to ensure continuity of provision for learners.

7.38 Performance data for displaced learners will be recorded and managed separately from that of continuing learners and new starts via LLWR data.

8. Learner support

Additional costs

- 8.1 Medr is currently undertaking, as outlined in its operational plan for 2026-27, a thorough review of funding models across the tertiary sector to identify priorities for change.
- 8.2 The Apprenticeship Programme will take account of the outcomes of this review. From August 2027, until a wider Medr approach has been confirmed, a separate grant allocation will be awarded to each provider holding an apprenticeship grant, which is to be used to support learning providers to attract a diverse range of learners from across Wales into apprenticeships and to support and retain them.
- 8.3 This investment will also encourage and expand delivery through the medium of Welsh or bilingually. Providers will be able to use this funding to remove barriers to learning or invest in Welsh language resources, and innovative resources to deliver Welsh to learners.
- 8.4 Areas to be supported through this additional investment include, but are not limited to, the following priorities:
- Welsh-medium;
 - Learners from under-represented groups;
 - Learners with protected characteristics;
 - Learners with disabilities and learners with ALN;
 - Mentoring for employers and learners.
- 8.5 Medr will develop further guidance on the use of the additional costs allocation during 2026/27. Areas for support may be changed or added to.

Additional Learning Support (ALS)

- 8.6 Additional Learning Support (ALS) investment will assist providers to work flexibly and secure the additional learning support necessary to enable them to make their provision accessible to apprentices with additional learning needs (ALN). ALS investment may also be used to assist providers with the costs of making reasonable adjustments as set out in the [Equality Act 2010](#). However, providers and employers remain responsible for meeting their legal duties under the EA 2010.
- 8.7 Eligibility:
- ALS investment must be only used to support apprentices with a learning difficulty and/or disability as defined under The Additional Learning Needs Code for Wales 2021.
 - An apprentice should not be regarded as having an ALN solely because the language in which they are taught differs from the language which has, at any time, been spoken in their home.
 - An apprentice with English language requirements does not fall under the definition of ALN for the purpose of this investment.

- The apprentice's ALN must be underpinned by a diagnostic assessment, which must be recorded within the apprentice's Individual Learning Plan, together with any Additional Learning Provision (ALP) required.
- An assessment of the apprentice's need must be kept up to date, as individual needs may change, particularly during transition from compulsory education to post-16 learning. Providers should consider information contained within an apprentice's Individual Learning Plan (ILP), which must be reviewed annually or other relevant statutory documentation, as part of the initial assessment process.

Eligible Activities

8.8 The investment may be used to support ALP and reasonable adjustments, particularly where apprentices may not require bespoke ALP but need support adjustments to participate effectively.

8.9 Examples of eligible activity include:

- **Assessments** – This can be external assessment such as Educational Psychologist, including those provided by specialist or third sector organisations such as RNIB, Cymru, Wales Council for the Blind, Action on Hearing Loss Cymru or Wales Council for Deaf People.
- **Communication Support** – including British Sign Language (BSL) signers and interpreters or communication support workers for apprentices with other communication-related support needs.
- **Support Assistants** – Shared or individual support from learning support Assistant (LSAs), personal care support, support to and from transport, support from an Autism Spectrum Disorder (ASD) trained support assistant, note-taker or recorder, or a sighted guide. Where support assistants are deployed, Providers must ensure that support funded through ALS is clearly targeted at individual learners or defined groups with identified additional support needs. Support that is routinely available to all learners within a class or programme should be considered part of Universal Learning Provision (ULP) and is not eligible for ALS investment
- **Assistive Technology and Equipment** – ALS investment can be used to purchase specialist software or equipment. This equipment can include text-to-speech, or speech-to-text software, specialist keyboard, mouse or screen readers.
- **Access Arrangements and Reasonable Adjustments (Exam Access Arrangements)** – ALS investment can be used to provide support learners require for exam access. Support funded through ALS for exam access arrangements must be based on an identified additional learning need and supported by appropriate assessment and evidence. Adjustments should be clearly linked to the learner's normal way of working and required to enable fair access to assessment.

Providers must ensure that ALS investment is only used where arrangements represent additional support beyond standard examination support. General examination processes or adjustments routinely available to all learners, or funded through awarding bodies or core provision funding, are not eligible for ALS investment.

8.10 The examples above are not exhaustive. All support must be based on identified learner need, additional to ordinarily available provision, and aligned to funding guidance and informed by documented evidence of need.

Employer Incentive Scheme (EIS)

8.11 The Employer Incentive Scheme provides financial support to employers who recruit an apprentice with a disability. It is designed to encourage inclusive hiring and to help employers put appropriate workplace support in place.

8.12 Under this scheme, employers are eligible for a £2,000 incentive payment, which Medr will pay three months after the apprentice's employment start date. The relevant provider will receive a payment of £100 to support administration of the scheme.

8.13 Eligibility:

- The learner must have been employed for at least 12 weeks and have a signed apprenticeship agreement.
- Employers must commit to employing the apprentice for the full duration required to complete the Apprenticeship Framework, as determined at the initial assessment.
- The learner's disability may be self-declared and must be identified at the point of recruitment, and the employer must be aware of the disability prior to making the decision to recruit.
- Apprentices employed under a Shared or Supported Apprenticeship are not eligible for this scheme.
- An apprentice may attract more than one incentive if they move to a different employer while the scheme is in operation. This will be monitored to ensure that the scheme is not being misused or that apprentices are not encouraged to move between employers solely to generate additional incentive payments.
- Where the employer is a local authority and the apprentice is employed by the governing body of a maintained school, the contract and/or agreement may be held with the local authority who will be responsible for receiving and distributing the EIS payment.

8.14 This incentive may be subject to change during the term of the Grant Award.

9. Data and systems requirements

Information security requirements

- 9.1 Providers must hold and maintain demonstrable assurance against a recognised information security standard appropriate to the nature, scale, and sensitivity of the funded activity and learner data processed. As a minimum, providers must submit to Medr evidence of certification, accreditation, or an independently verified assessment against a recognised information security standard, framework or scheme such as ISO/IEC 27001, Cyber Essentials Plus, the IASME Governance Standard, Cyber Assessment Framework or equivalent security standards, frameworks, or schemes.
- 9.2 Accreditation or assurance must be current, relevant to the funded activity, and supported by auditable evidence of compliance. Providers are required to make such evidence available to Medr on request and to promptly address any identified deficiencies to ensure ongoing assurance of their security systems.

Personal data

- 9.3 Providers must comply with all applicable and current UK data protection legislation, including the DPA 2018 UK GDPR, and the Data (Use and Access) Act 2025), together with any associated regulations or statutory guidance.
- 9.4 Providers are responsible for ensuring that personal data is processed lawfully, fairly and transparently, and is protected against unauthorised access, loss, destruction or damage through the implementation of appropriate technical and organisational measures. This includes maintaining robust information governance arrangements, ensuring data accuracy and minimisation, and supporting the rights of data subjects.
- 9.5 Compliance must be demonstrable through auditable evidence in accordance with the accountability principle. Providers must take prompt and proportionate remedial action in response to any identified risks, incidents or personal data breaches, including notification to relevant authorities, including Medr, and affected individuals where required by law.

LLWR Data submissions

- 9.6 Providers are required to submit learner and programme data to the Lifelong Learning Wales Record (LLWR) in full compliance with the LLWR Submission Schema, Data Submission Principles, and the LLWR Manual. Submissions must adhere strictly to the prescribed data structures, validation rules, and data coding standards set out in the Schema and LLWR Manual to ensure data consistency and integrity.
- 9.7 Providers must ensure that all data submitted is accurate, complete, and timely and, are responsible for putting in place and maintaining a sufficient level of appropriately skilled resource, systems, and internal controls to support the effective collection, validation, and submission of data.

- 9.8 The LLWR Submission Schema, Data Submission Principles, and the LLWR Manual can be accessed from: Data and analysis - Medr.

Appendix 1 - Apprenticeship Sector Framework Ranked Weightings

Sector Framework	Weighting
Agriculture, Environmental and Animal Care	1.8
Construction and the Built Environment	1.94
Engineering	1.8
Food and Drink	1.8
Manufacturing	1.8
Transport, Automotive and Logistics	1.8
Creative, Design and Media	1.45
Catering and Hospitality	1.17
Hair and Beauty	1.26
Property Services	1.26
Digital	1.25
Science and Energy	1.19
Sport and Leisure	1.19
Legal, Finance and Accounting	1.16
Management, Business and Retail	1.16
Education and Early Years	1.08
Health, Social and Child Care	1.08
Public and Protective Services	1.08

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