

Apprenticeship Programme in Wales Guidance

Supported Apprenticeships



Supported Apprenticeship Programme in Wales

Grant Guidance 2027

Contents

Grant Guidance 2027	2
Apprenticeship Programme Introduction.....	3
1. Introduction	3
2. The Apprenticeship Programme.....	4
3. Supported Apprenticeship	5
4. Roles and responsibilities	8
5. Key programme elements	10
6. Funding and payments	13
7. Learner management.....	13
8. Additional assessment requirements	15

Apprenticeship Programme Introduction

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" through 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 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 Support Apprenticeship Strand 3.** 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 Core Apprenticeships and Degree Apprenticeships.

Supported Apprenticeships

- 1.9. Medr encourages a collaborative arrangements, including consortium or partner organisation models, including sub-contracting approach 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, providers must demonstrate that they could manage a grant value of £250k per year.

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 all or part 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;
- Increases opportunities for 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 the Tertiary Education and Research (Wales) Act. 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.

3. Supported Apprenticeship

- 3.1. Supported Apprenticeships provide enhanced support for apprentices with complex employment and learning needs, enabling them to successfully complete their level 2-5 apprenticeship.
- 3.2. Providers will work with learners prior to entering an apprenticeship framework to support learners gain the right skills and confidence to enter and sustain their apprenticeship. Support may include job coaching or other specialist provision.

Apprenticeship Frameworks

- 3.3. 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.
- 3.4. 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.
- 3.5. Providers can formally request amendments to pathways/frameworks or propose the development of new frameworks 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.

Medr's regulatory framework

- 3.6. 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.
- 3.7. Further details of the requirements of the [regulatory framework](#) are set out on Medr's website.

Condition:

Financial Sustainability (Initial and ongoing)

Governance and Management (Initial and ongoing)

Quality and Continuous Improvement (Initial and ongoing)

Staff and Learner Welfare (Initial and ongoing)

Welsh Language (Ongoing)

Learner Protection (Ongoing)

Learner Engagement Code (Ongoing)

Equality of Opportunity (Ongoing)

Complaints Procedures (Ongoing)

Regard to Advice and Guidance (Ongoing)

Information, Assistance and Access (Ongoing)

Engagement and monitoring

3.8. In addition to the reporting requirements of Medr's regulatory framework, providers will be required to engage regularly 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 the 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.

3.9. 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.

4. Roles and responsibilities

4.1 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 5.3 – 5.4.
- 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.

4.2 The Host Employer

- To ensure that the apprentice is allowed time to attend off the job training as appropriate.
- To undertake legal responsibilities for the Health and Safety of the apprentice.
- To ensure compliance 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 ten hours per week.
- To support and actively contribute to the apprentice's programme delivery.
- 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.

4.3 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.

5. Key programme elements

Welsh Apprenticeship Agreement

- 5.1. 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.
- 5.2. 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

- 5.3. 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.
- 5.4. 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 equivalent 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 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

- 5.5. The pre-apprenticeship provision is available for a maximum period of six months. Due to the significant level of support required, Supported Apprentices will initially enter this provision, during which they will undertake assessment and profiling activities to identify their individual support needs and determine their readiness to successfully complete an apprenticeship. Learners who are assessed as capable of undertaking an apprenticeship must commence their Apprenticeship Programme before the end of the six-month period.
- 5.6. There is a minimum duration for a learner on the Apprenticeship Programme of 12 months. The 12 month's 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.
- 5.7. 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

- 5.8. Providers are expected to do all that they can to ensure that each learner secures and sustains an apprenticeship.
- 5.9. 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.

Welsh Language

- 5.10. [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.
- 5.11. 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.

- 5.12. 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.
- 5.13. 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

Quality and continuous improvement

- 5.14. 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](#).
- 5.15. 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 the views of learners. Providers should have systems for monitoring the impact of actions taken as a result of self-assessment activity.
- 5.16. Providers are expected to use innovative and flexible delivery mechanisms. This includes using 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.

6. Funding and payments

Funding

- 6.1. The Lead Employing Organisation will receive up to a maximum of £8,000 per apprentice in grant funding within the first year to contribute towards the costs of intensive job coaching and other front-end support required by apprentices with complex learning and employment needs. This funding is designed to facilitate access to the enhanced level of support necessary for their successful engagement in the programme. This is followed by a maximum of £4,000 per apprentice thereafter. This will be reviewed throughout the grant period and maybe subject to change.

Payments

- 6.2. Payments will be made in advance monthly and a reconciliation on a quarterly basis will take place.

Grant allocations

- 6.3. Medr will provide a baseline grant allocation to providers meeting the programme's 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.
- 6.4. The grant allocation will be based on:
- Minimum grant value (£250k per provider);
 - Number of continuing learners;
 - Number of new learner starts.
- 6.5. Providers will be able to manage their funding allocation flexibly to enable them to meet the expectations set out in the programme guidance.
- 6.6. 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.

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.

7.5. Supported Apprenticeship additional eligibility:

- The contract of employment for a Supported Apprenticeship must be a minimum of 10 hours per week. If the provider becomes aware of any change to working hours during the learning period that could affect funding eligibility, Medr must be informed immediately.
- Learners on a Supported Apprenticeship who already hold a highest qualification at Level 6 or above may be eligible to undertake a Level 2 apprenticeship in a different occupational area. The assessment justifying this learning need must be recorded in the Individual Learning Plan (ILP).

8. Additional Assessment requirements

- 8.1. For Supported Apprenticeships a diagnostic assessment of essential skills is not required, provided the provider can supply suitable alternative assessment evidence.
- 8.2. As a substantial level of support is delivered prior to the formal commencement of the apprenticeship, Supported Apprenticeships investment will begin when the individual enters the pre-apprenticeship engagement and vocational profiling stages, and has been assessed as able to progress to and complete an apprenticeship.
- 8.3. Funding may be used to support the following activities:
- vocational profiling;
 - job search;
 - employment support;
 - skills and learning support;
 - pre-apprenticeship provision—for a maximum of 6 months.
- 8.4. Continuation of Supported Apprenticeship funding beyond this period is conditional upon an Apprenticeship Agreement being signed by the provider, the employing organisation and the apprentice.

Withdrawals

- 8.5. 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 is 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.
- 8.6. 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/or mentoring to help them to remain on programme.

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

Suspensions

- 8.8. 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.
- 8.9. A suspension will only apply where a learner is absent from their place of work for an extended period and plans to continue learning once they return to work. In exceptional circumstances where a learner is temporarily unable to undertake their normal role within their employment and is unable to continue their Apprenticeship Programme, a suspension may be appropriate assuming all other conditions are met.
- 8.10. 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 the employer's terms and conditions, or suspension from work initiated by the employer).
- 8.11. Suspension must not exceed:
- 26 weeks, or
 - 52 weeks (in the case of maternity or adoption leave).
- 8.12. 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.
- 8.13. 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.

Deletions

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

8.15. To support the deletion, the provider 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 the deletion and the reason the record was deleted from a Senior Officer within your organisation

Medr

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