

Glossary of Terms

The following words and expressions have the meanings set out below.

In the event of any inconsistency or conflict between any of the words and expressions set out below and those appearing in the Award agreement then the Award agreement shall prevail.

Academic year

September – August.

Accreditation

The process through which regulators confirm that a qualification conforms to regulatory requirements.

Activity

A learning experience that is eligible for funding in accordance with the requirements of the apprenticeship programme

Additional Learning Needs (ALN)

ALN has the meaning given by Section 2 of the [Additional Learning Needs and Education Tribunal \(Wales\) Act 2018](#). A person has additional learning needs if they have a learning difficulty or disability which calls for additional learning provision. A learning difficulty or disability may arise from a medical condition or otherwise.

Additional Learning Provision (ALP)

ALP has the meaning given by Section 3 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018, and refers to educational or training provision that is additional to, or different from, that generally made available to others of the same age.

Additional Learning Support (ALS)

Direct support for learning which arises from an ALN is over and above that which is generally provided for in a learning programme; and is necessary to empower individual learners to achieve. The definition of additional learning needs does not include learners with support needs arising from a functional literacy or numeracy difficulty (i.e. Basic/Essential skills) or learners for whom English (or Welsh) is a second language.

Additional Learning Support (ALS) Fund

A fund that provides additional funding to facilitate the ALS that some learners need to effectively overcome their barriers to accessing learning and training. Providers should use ALS funding to respond to individual learner needs. ALS funding can be utilised to cover either human or technical support.

Additional Investment

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. 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

Apprenticeship

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.”

Apprenticeship Certificate

A certificate that is issued to a learner on completion of learning to attest that all the requirements specified in the recognised Apprenticeship Framework have been met.

Apprenticeship Frameworks for Wales

Those frameworks which comply with the Specification of Apprenticeship Standards for Wales (SASW) and that have been issued by the Issuing Authority for Wales.

All frameworks issued in Wales can be found at [Find an Apprenticeship Framework](#).

Apprenticeship Learning Agreement

An agreement between the employer and the apprentice prescribed by Medr. All apprentices must have an apprenticeship learning agreement in place on or before the first day of training.

Approved Qualification

A qualification approved by Qualifications Wales that is eligible for public funding and is fundable under the Section 99 of the Learning and Skills Act 2000 for the purposes of Section 96.

ArWAP

[Anti-racist Wales Action Plan](#)

Assessment

The process of determining generic and vocational skills including aptitude and commitment to learning; it is the process of gathering and judging evidence in order to decide whether a person has achieved a standard or objective. Assessment includes input from the learner, employer, trainer, mentor, assessor and is to set standards: (Standards in Competencies, Technical Knowledge, Essential Skills Wales).

Attainment

Achievement of the qualification or award associated with an assessable learning activity.

Awarding Body

An organisation recognised by the qualification's regulators against the General Conditions of Recognition and Criteria for Recognition, to develop and award qualifications. In Wales, the qualifications regulator is Qualifications Wales.

Award

Refers to qualification award.

Barriers

A barrier is a condition that makes it difficult to make progress or to achieve an objective. A barrier to learning is anything that inhibits an individual's ability to engage with the learning process, to achieve their objectives and to progress with their chosen pathway.

Career Skills

Tailored learning programmes comprising short modules or units that enable learners to develop the skills, knowledge, behaviours and competencies required for the workplace. These programmes can focus on employability, career development and sector-specific skills that enhance workplace effectiveness and support progression into employment or further learning. Each module or unit is endorsed by a recognised awarding organisation.

Certificate

A record of attainment of a qualification, unit and/or credit, issued by an awarding organisation.

Certifying Authority

An organisation designated by the Welsh Government to issue Apprenticeship Certificates.

Competencies

The ability to carry out activities to the standards required.

Compulsory school age

Compulsory school age is the period during which a child must receive full-time education at school or otherwise, starting with the Statutory School Age and ending on the Statutory School Leaving Date.

A person ceases to be of compulsory school age at the end of the day which is the school leaving date for the calendar year. This is the last Friday in June, of the school year in which s/he reaches the age of 16. For those whose birthdays fall after the last Friday of June but before the 1 September, they will reach the Statutory School Leaving Date aged 15.

Consortium

A group of organisations coming together to deliver Apprenticeships. It is for each consortium to agree its own constitution.

Construction Skills Certification Scheme card (CSCS)

A CSCS card is an identification card used on UK construction sites to prove a worker has the required training, qualifications, and health & safety knowledge for their role. It is widely required by employers for site access and safety compliance.

Credit

An award made to a learner in recognition of the achievement of designated learning outcomes at a specified credit level. Credit is only awarded following quality assured assessment of achievement. No additional credit can be awarded for achievement over the threshold level (established by the learning outcomes and assessment criteria) although such achievement can be recognised through the award of marks or grades. No credit should be awarded for units where the learning outcomes have not been achieved.

Credit and Qualifications Framework for Wales (CQFW)

The National Qualification Framework for all learning in Wales, including Regulated Learning in Schools, Colleges and WBL, Quality Assured Lifelong Learning and Higher Education providers.

For further information please see: [Welsh Government: Qualifications](#).

Criminal Organisation

A group of people who work together over a period of time to commit criminal offences, often for financial gain or other benefit.

Data Sharing

The sharing of data between stakeholders and partners. The sharing of any personal data must be compliant with UK data protection legislation, including the Data Protection Act 2018 (DPA 2018), the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025 (DUAA 2025). Further information can be found on the [Information Commissioner's](#) website.

<https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/>

Degree apprenticeships

Degree apprenticeships are an integrated programme of learning and training resulting in an apprenticeship and degree level qualification demonstrating the relevant knowledge, skills and behaviours that employers in Wales recognise and value. Degree apprenticeships in Wales, therefore, include an integrated bachelor's degree qualification as part of the requirement of an Apprenticeship Framework.

Disability/Disabled

The Equality Act 2010 describes a person as having a disability if he or she 'has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal, day to day activities'. Guidance on the legal duties that apply to organisations to promote equality in relation to disability, and the other protected characteristics as defined in the Equality Act 2010, can be found at [Equality and Human Rights Commission: Advice and guidance](#).

Eligible

An individual who satisfies the eligibility requirements of a programme as detailed in the guidance.

Employed/Employment

Applies to a learner who is in employment, either full or part-time, under a contract of employment and is in receipt of a wage/salary. See also 'Self-employment'.

Essential Skills

Essential Skills qualifications enable learners to develop their knowledge of application of number, communication, and digital literacy skills. The Essential Skills qualifications help learners demonstrate that they can apply these skills to a range of situations whilst at work and throughout life in general.

Essential Skills Wales

Essential Skills qualifications are designed to assess the skills that learners need for successful learning, employment and life. Essential Skills provides a single ladder of progression from Entry Level 1 to Level 3 in Essential Communication Skills, Essential Application of Number and Digital Literacy.

Employability

Skills, behaviours and personal attributes that would make an individual more likely to gain and sustain employment.

Estyn

His Majesty's Inspectorate of Education and Training in Wales.

Expected Leaving Date (ELD)

This should represent the anticipated end date for a learner's individual learning plan.

Financial Year

April – March.

Full-Time Learning

The definition of full time learning is more than an average of 12 hours a week spent in education during term time.

Further Learning at a Higher Level

Progression into a programme of learning at a higher level. <https://www.gov.uk/what-different-qualification-levels-mean>.

Gained

The date that an attainment is determined or an approved qualification is achieved. This is usually the date when a certificate or any other acceptable evidence is first issued.

Higher Education Statistics Agency (HESA)

HESA, works on behalf of HE providers in Wales, Scotland and Northern Ireland to help them fulfil their statutory obligations to provide information to the funding and regulatory bodies in each administration.

Higher Education Students Early Statistics (HESES)

The HESES survey collects aggregated student data to enable Medr to have early indications of student numbers, monitor the recruitment of students covered by fee and access plans, and provide monitoring information to the Welsh Government for the relevant academic year.

Individual Development Plan (IDP)

The statutory plan for children and young people aged 0 to 25 who have additional learning needs (ALN). An IDP has the meaning given by section 10 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018. It is a legal document that describes a child or young person's additional learning needs and sets out the additional learning provision (ALP) required to meet those needs. IDPs form the basis of the ALN system in Wales and replace previous statutory and non-statutory SEN plans, including Statements of Special Educational Needs, Individual Education Plans and Learning and Skills Plans.

Individual Learning Plan (ILP)

A bespoke learning and development plan unique to each individual learner.

Induction Payment

The payment made as a result of data submitted to the LLWR through the on-line data collection system regarding an eligible learner who has begun a learning programme (i.e. a start). For further information please refer to the apprenticeship guidance.

Learner

An eligible person who has commenced Learning and whose learning has not been completed or terminated. An ex-learner whose learning has been terminated is also referred to as a learner with respect to his/her terminated course.

Learner Outcome Reports

Reports used to derive overall performance categories for each provider. These are based on agreed performance measures of Apprenticeship Framework success. Medr reserves the right to change these measures and/or add other performance measures. Where a programme is categorised as less than 'good' by a Learner Outcomes Report, Medr will require the contractor to demonstrate that action is in place to bring about the necessary improvements and may instigate termination of the Agreement and any Grant Awards if performance does not improve.

Learning

A process of planned activities engaged in by a learner, which is specifically designed for the acquisition of knowledge, skills and competence necessary to progressing towards attaining their Individual Learning Plan.

Learning Needs

The needs of a learner as identified through the processes of initial and ongoing assessment.

Leaver

A learner who has completed their learning with a Provider or has left learning early or has been absent from learning for longer than the periods permitted in the guidance.

Lifelong Learning Wales Record (LLWR)

The means of recording data on learners, their programmes, activities and awards submitted by the Providers to the Welsh Government. The LLWR data populates the post-16 database, which is used to inform funding, performance analysis, statistical publications and extracts provided for bodies such as Estyn.

For further information please see: [Welsh Government: Further and higher education data collections](#).

Medr Units

This is the 'quantity of learning' assigned to qualifications and/or occupational competency skills that is fundable. It incorporates the qualification credit equivalence unit (CEU) value and the apprenticeship sector framework weighting.

Micro-credentials

Short courses and qualifications focused on key occupational competencies linked to Wales's Net Zero agenda. These are in addition to the requirements of the Apprenticeship Framework.

Off-the-job training

Time away from normal work duties. It can include any activity where an apprentice or learner receives any form of instruction, tuition, assessment, or progress reviews.

For illustration (but not exclusively) private study, coaching, mentoring, e-learning, distance learning, or classroom training may count as off-the-job training.

On-the-job training

Workplace activity where skills are being learnt, practiced and applied during an apprentice or learner's normal work duties.

Ordinarily Resident

Generally, means the place where a person resides in the ordinary course of their day-to-day life whether they reside there for the long or short term. This can be evidenced by an authenticated and dated self-declaration from the participant stating their current address and (where there is a three-year requirement) their addresses over the last three years. Residence must be lawful and this generally means that the person must have immigration permission to be in that country and must not be in prison. Temporary absences (such as gap years) can be ignored, and a person can be ordinarily resident in more than one country at a time. For more information see guidance.

Outcome

The awarding of an approved qualification by an awarding body and/or other outcomes as defined by Medr.

Programme of Study

A series of activities undertaken by a learner to achieve objectives as contained within the Individual Learning Plan. A learner's programme of study should be recorded in the ILP and progress against goals should be reviewed at regular frequencies.

Protected Characteristics

The [Equality Act 2010](#) protects individuals from discrimination, harassment, and victimisation based on certain personal characteristics known as **protected characteristics**. It is unlawful in many situations, including employment, education, housing, and the provision of goods and services, to treat someone unfairly because of one of these characteristics. See [Equality Act 2010: guidance](#); [Protected characteristics](#); [Discrimination: your rights](#).

The Nine Protected Characteristics

- Age -Protection against discrimination because of a person's age or age group. This applies to younger and older people alike.
- Disability- A person is considered disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- Gender Reassignment- Protection for individuals who are proposing to undergo, are undergoing, or have undergone a process to reassign their sex.
- Marriage and Civil Partnership -Protection against discrimination because a person is married or in a civil partnership.
- Pregnancy and Maternity-Protection for women who are pregnant, on maternity leave, or who have recently given birth.
- Race -Includes protection against discrimination because of a person's colour, nationality, ethnic origin, or national origin.
- Religion or Belief -Protection for people of any religion, religious belief, philosophical belief, or no belief.
- Sex -Protection against discrimination because a person is a man or a woman.
- Sexual Orientation -Protection for individuals based on whether their sexual attraction is towards people of the same sex, opposite sex, or both sexes.

Quality Assurance Agency for Higher Education (QAA)

QAA work closely with higher education providers and a range of other organisations such as Medr, The Commission for Tertiary Education and Research, and Universities Wales, to support and review the management of academic standards and quality.

Quality Framework

Medr's framework for assuring and improving the quality of post-16 education and training in Wales.

Recognition of Prior Learning

The process of assessing and accrediting the prior learning and experience of a learner in relation to the learning aims and qualifications to be followed in the ILP.

Recognition of Prior Achievement

The process of assessing and accrediting the prior achievement of a learner in relation to the learning aims and qualifications to be followed in the ILP.

Regional Skills Partnerships (RSPs)

RSPs are at the centre of Welsh Government Skills Policy and have a role in identifying key skills shortages across the regions of Wales. Each of the RSPs develop regional employment and skills plans together with completed funding templates to inform prioritisation for funding provision. Regional employment and skills plans are driving planning decisions for providers and providing a critical evidence base from which to make skills investment decisions.

Re-Entrant

A person who has previously participated in the apprenticeship programme and who is eligible for, and who re-enters, learning.

Registration

The process of registering a learner with an awarding body as having started to work towards the completion of a qualification.

Regulated Qualification

A qualification that is officially recognised and quality-assured by a regulatory body, ensuring it meets agreed standards and requirements.

Regulatory framework

Sets out the Conditions of Registration and Funding that providers must meet. These conditions form the core requirements for compliance and apply across the sector.

School

A school operated under the Schools Regulations, but not for this purpose a tertiary college, community college or further education college.

School Leaving Date

The last Friday in June in the school year in which a young person reaches age 16. Under section 8 (4) of the Education Act 1996, all young people must participate in education until this date. Providers may not provide the apprenticeship programme for young people during school year 11, nor may these young people enter full-time employment until after this date. (See also Compulsory School age above).

School Year

September – August.

Self-employment

A person is self-employed if they run their business for themselves and take responsibility for its success or failure. Self-employed workers are not paid through PAYE, and they do not have the rights and responsibilities of an employee. They operate independently, often as freelancers independent contractors, sole traders or members of a partnership.

Shared Apprenticeships

A Shared Apprenticeship model is one where apprentices are employed by an employing organisation who is responsible for the recruitment, employment and welfare of the apprentice who completes their apprenticeship at host employers who offers the on-job learning required to complete an Apprenticeship Framework.

Small and Medium Enterprises (SMEs)

There are several definitions of Small and Medium Enterprises found in UK Company Law and European Commission guidance. A summary of the current and appropriate definitions in respect of these programmes can be found on the National Archives website.

Specification of Apprenticeship Standards for Wales (SASW)

Legislation that sets out the minimum requirements to be met by recognised Welsh Apprenticeship Frameworks.

Start

The entry of a learner into learning as guidance.

Start Date

The first day of learning.

Student Loans Company (SLC)

SLC are a non-profit making government-owned organisation that administers loans and grants to students in colleges and universities in the UK.

Sub-Contractor

An organisation or a business that signs a contract to perform part or all of the obligations of another's Agreement. Responsibility for the subcontractor rests with the Grant Award holder.

Supported Apprenticeships

Provides enhanced support for apprentices with complex employment and learning needs, enabling them to successfully complete their apprenticeship. For more information please refer to the Supported Apprenticeship Guidance.

Suspended/Suspension

Where a learner is retained on a learning programme although learning has ceased or is unable to be evidenced. Please refer to the guidance for specific suspension criteria.

Termination date

Is the last day of learning for which there is evidence as required by the Guidance to support the Funding of Apprenticeship. It may be the first to occur of the following:

- the date a learner completes their ILP
- the day a learner is terminated from a programme for misconduct
- the date the learner has chosen to leave
- where a learner does not return to learning following a period of suspension
- the final date of attendance for which there is evidence that the learner was in learning prior to suspension following unauthorised absence; or
- the final date of authorised absence prior to suspension.

Terms and Conditions of Learning

Encompasses all aspects of a learner's relationship with a provider as detailed in the guidance.

Providers must ensure that learners are informed of their Terms and Conditions of Learning at the start of any provision or at any time the conditions of provision change.

Essential Terms and Conditions include:

- details of the place(s) of learning
- required hours of attendance
- details of wage/salary
- sickness and absence policy
- code of conduct, including, but not limited to, responsibility for health, safety and welfare
- learner rights, roles and responsibilities

- equality & diversity policy
- notice periods in the event of dismissal
- holiday entitlement.

Third Party

This may include a Sub-Contractor or external partner that does not contract directly with Medr.

Third Sector

The sphere of social activity undertaken by organisations that are for non-profit and non-governmental.

Training

See Learning.

Transfer

The planned movement of a learner 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:

- Initial Assessment records
- Individual Learning plan
- progress towards Individual Learning Plan
- records of assessment
- any qualifications obtained
- information relating to support requirements.

Under-Represented Groups

Under-representation because of social, cultural, economic, or organisational factors.

Vocational Learning

Learning undertaken to develop work related skills e.g. Engineering or Construction.

Vocational Profiling

Person-centred process used to gather detailed information about an individual's strengths, interests, aspirations, and support needs to guide them toward suitable apprenticeship.

Welsh Government Learning Grant

A grant for students aged 19 or over who are studying a course of Further Education at college.