Beyond L7 – Exploring Options
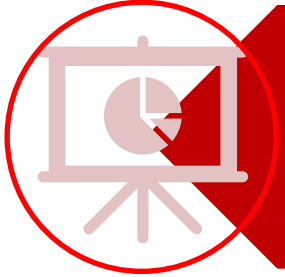
Summer 2025

Dan Creed, Sussex University
Lucy Hunte, NHS England
Jonathan Mills, Aston University
Rebecca Rhodes, Associate Director, UVAC
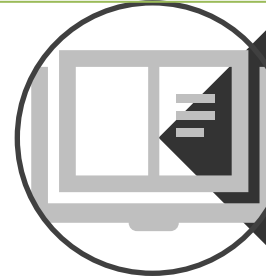
WELCOME !

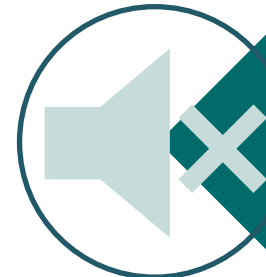Slides and recording will made available after the session

The session will be recorded

All materials can be accessed from the members portal page - see Resources Slide

All participants will be on mute for the session but can unmute

To ask a question just raise your hand or add to the chat

Please stay online for the evaluation survey at the end

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Agenda

- Introduction
- Level 7 Employer Discussions
- Continuing Delivery – Lucy Hunte, NHS England
- Making the Case - Dan Creed, Sussex University
- L6 Pathways – Jonathan Mills, Aston University
- Employer Fully Funded
- Resources & Next Steps

CENTRE
FOR DEGREE
APPRENTICESHIPS

CENTRE
FOR DEGREE
APPRENTICESHIPS
KNOWLEDGE NETWORKS

Employer Research - Discussions with employers about the future of their L7 Skills and Skills Programmes

July 2025

Questions

Cost & Price

- What is your price point now that you can't use your Levy/ Access Levy funding?
- Where will funding come from?
- Would discounts for groups incentivise your organisation
- Will you support learning in work time ?
- Will you expect staff to contribute financially?

Design

- What are the 'essential' features of a programme ?
- What is your preferred duration ?
- Are modular and stackable elements attractive ?
- Which format works best (Block / live online / asynchronous / hybrid) ?

Outcomes

- Does a qualification matter?
- Which skills are most important ?
- What do you want from the programme :
  - As corporate leads
  - as line managers

50+ employers | 73% Levy Payers | 85% Private Sector | 50% Line Managers | 6 L7 Standards

Questions

For those not intending to engage :

- How will skills needs be identified ?
- How will you deliver these skills ?
- What do you expect to spend per head ?
- Will you support or sponsor staff for their learning time in the working day ?
- Will you expect staff to contribute

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Broad Patterns

Factors affecting views

- Levy Funded
- Existing Structured Talent and/or Skills Programme
- Public/Private Sector
- Existence of a Regulatory Framework
- Organisation Culture

We have an excellent in-house / online programme – this will take over now

We will fund towards the current price point, but only for a very few people

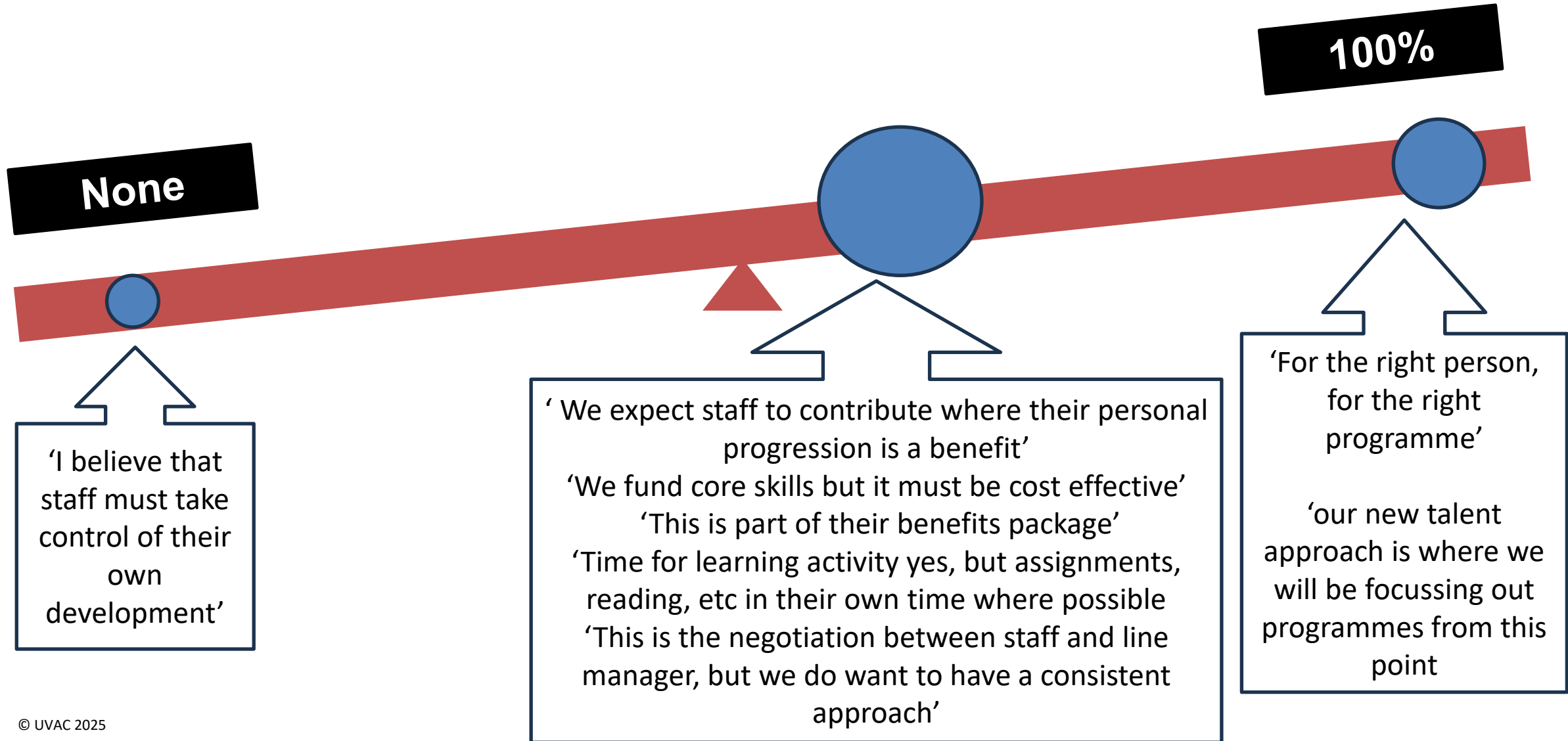We have to factor in the hidden costs of travel and accommodation

We will use our existing leadership consultants this costs about £5,000 for a 1 day programme

These skills are essential, and we need a pipeline of future talent

The Degree is an important outcome for all apprentices 'CV value' and for some employers

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How much time within the working day will you allow the learner to use?

100%

None

'I believe that staff must take control of their own development'

' We expect staff to contribute where their personal progression is a benefit'
'We fund core skills but it must be cost effective'
'This is part of their benefits package'
'Time for learning activity yes, but assignments, reading, etc in their own time where possible
'This is the negotiation between staff and line manager, but we do want to have a consistent approach'

'For the right person, for the right programme'

'our new talent approach is where we will be focussing out programmes from this point

Duration

1 Year	2 years	Shorter Stackable Modules
• Support through coaching • 'handover to the workplace training team / mentor	• Supported by most respondents as 'about the right length to embed the learning fully' • Expectation that behaviours change during and after the programme • Wanted time to build confidence • Wanted 'beyond the technical'	• Supported by all, particularly SMEs • Ability to combine core with highly relevant options • Hop on / hop off options

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Mode

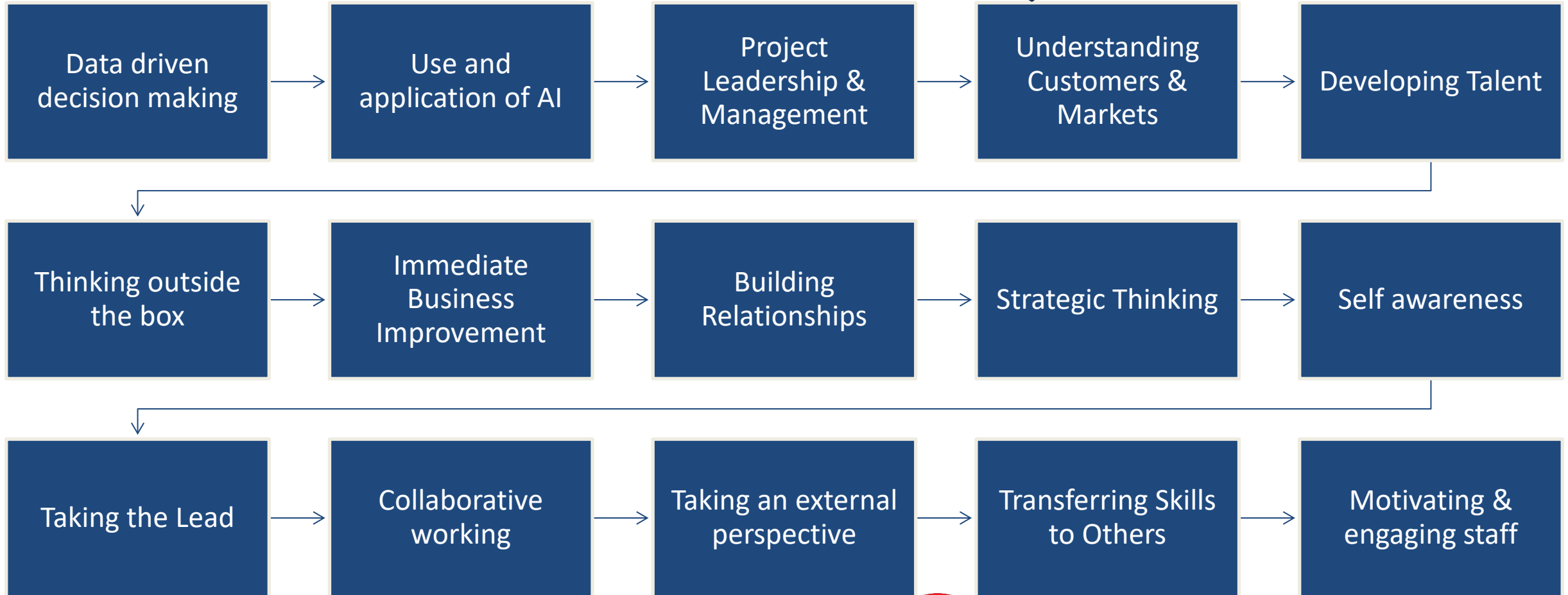| Block	Blended	Modular
• 3 days termly as part of a planned programme • Less popular with SMEs • Wanted workplace on the job learning activity specified • Progress reviews to continue – 'this is where we can hold 'you' to account	• Meet once a term rest online - live and asynchronous • Flexible modules to target live issues • Ability to start and stop	• Pick and mix to ensure relevance to role • Stackable modules on an identified 'journey' • Pathways depending on role • Start/ Stop options • Clusters of relevant modules • Supported by all employers

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Skills valued & needed

Taking their skills 'beyond the technical'

We expect to see behavioural changes

Data driven decision making	Use and application of AI	Project Leadership & Management	Understanding Customers & Markets	Developing Talent
Thinking outside the box	Immediate Business Improvement	Building Relationships	Strategic Thinking	Self awareness
Taking the Lead	Collaborative working	Taking an external perspective	Transferring Skills to Others	Motivating & engaging staff

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Employer - Added Value Expectations

Social Learning

- Social learning is an essential outcome of design
- Face to face learning is a key part of the learning experience

Outcomes

- The degree qualification outcome matters to learners and the majority of employers
- We need a clear structure to map to - if not KSBs something as clear so we can use this to map against our framework

Employer Engagement

- We want more engagement in our programmes
- We want the progress reviews retained – this allows for planning, means we can be clear on apprentice and manage next steps. It is also where we can 'review your performance'

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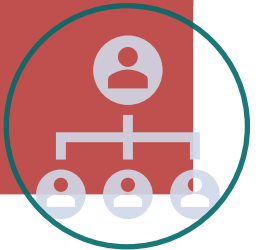
Employer - Added Value Expectations

Support & Resources
- Report on progress - tell us about achievements and issues as they occur
- Provide us with what we need to do in the workplace – make it easy for line managers to know their role
- Make it clear what people are learning and when well ahead of time
- Provide opportunities for us to review your

Relevance
- Do more to make the programme really relevant to us and our roles
- We value sector/peer learning across different industries, organisations, roles
- Be aware of the experience of our staff-experienced learners need to learn from peers
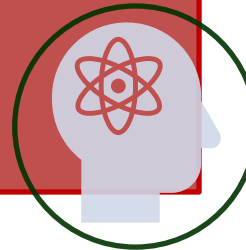
Skills Framework
- We need to see the framework of skills and behaviours you are working to so we can map to these in our organisation structures

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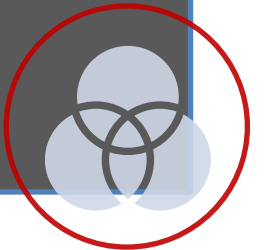
What might this mean for programme design ?

Programme of Stackable Modules

- Direct build towards the UG/PG
- Fundable through the Skills Levy ..?
- Fundable through LLE ..?
- With Progress Reviews
- Run multiple times a year
- Target sectors, roles, for relevance

Shorter group courses/ Modules in clusters

- Pathways for relevance
- Sit alongside employer's own leadership programmes
- Run multiple times a year
- Target key sectors for relevance
- Create pick and mix for different roles

Consider Pathways

- A Levy fundable route from L5/ L6 with top ups of additional modules for relevance
- Building block fundable by the Levy making the non levy fundable L7 top up more palatable
- Create pick and mix for different roles

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Maintaining Delivery Capacity Advanced Clinical Practitioner

Lucy Hunte
National Programme Manager - Apprenticeships
NHS England

Continuing to Make the Case
Artificial Intelligence Data Specialist

Dan Creed
Assistant Professor in Computing Science (Informatics)
Sussex University

Making the Case
L7 Data & AI
Degree Apprenticeship

Dan Creed
Assistant Professor in Computing Science (Informatics)
School of Engineering and Informatics

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Summary of the Government Announcement

- The UK government has announced changes to Level 7 apprenticeship funding, effective January 1, 2026. Employers will be responsible for funding Level 7 apprenticeships for individuals outside these age groups and circumstances. Existing Level 7 apprenticeships started before the cutoff date will continue to be funded through the apprenticeship levy.

Sussex University response

- We are asking Skills England to reconsider the decision to defund Level 7 apprenticeships. At the University of Sussex, we are deeply committed to fostering industry collaboration and providing high-quality training opportunities.

- Specifically, we offer the Level 7 Artificial Intelligence (AI) Data Specialist apprenticeship, which is integral to developing the technical expertise needed in AI, machine learning, and data processing. These are critical skills for businesses looking to create tailored AI solutions.

- We are urging government to recognise the critical role that Level 7 apprenticeships play in addressing the UK's digital skills gap, ensuring long-term economic growth, and strengthening the country's position as a leader in AI innovation.

Economic and Skills Implications

- Prime Minister Keir Starmer has stated that a key priority is "putting the power of AI into the hands of the next generation – so they can shape the future, not be shaped by it." However, limiting access to apprenticeships by imposing age restrictions and defunding Level 7 apprenticeships will severely undermine the UK's ability to cultivate an essential part of its workforce.

- The demand for upskilling in AI and data processing is vast, particularly for those already in employment, but many small and medium-sized enterprises (SMEs) simply cannot afford the necessary training outside of an apprenticeship context.

Industrial Strategy Sector Plan

- **Pathway expansion**: More routes into AI education and careers (by Autumn 2026)
- **Diversity boost**: Clear plans to address gender imbalance in digital roles
- **Mass training**: 7.5 million people to gain AI skills by 2030
- **Modular learning**: Short courses via Skills Levy
- **Industry synergies**: Enhanced AI skills hubs with tech partners

Data & AI Apprenticeship

- Approved in 2020
- 12 providers listed, 3 Universities
- Part of the UK industrial Strategy
- Started with a small cohort in 2024
- Enthusiastic employers and apprentices already making a significant difference for their organisations

- **"Artificial Intelligence will drive incredible change in our country…But the AI industry needs a government that is on their side."** — Prime Minister
- **AI Opportunities Action Plan** on **13 January 2025**

Context and Background

- Delivering the Level 7 ST0763 - Artificial Intelligence (AI) Data Specialist (https://www.instituteforapprenticeships.org/apprenticeship-standards/artificial-intelligence-ai-data-specialist-v1-0)

- Embed a Level 7 MSc qualification into the apprenticeship to provide rigor.

- Integral to developing the technical expertise needed in AI, machine learning, and data processing. These are critical skills for businesses looking to create tailored AI solutions.

- Started in September 2024.

Stakeholder Impact Analysis

- TechNation has highlighted that "access to AI skills in the UK remains one of the biggest barriers to growth—especially for startups, scaleups, and regions outside London." Without Level 7 apprenticeships, the country risks falling short in meeting the growing demand for skilled professionals in these sectors.

Equity and Access Concerns

- Apprenticeships are a proven and effective model for linking academic training with real-world industry experience. The Level 7 AI Data Specialist apprenticeship, in particular, represents a significant opportunity for employers to invest in the upskilling of their workforce, especially in crucial areas like data processing and AI.

- Limiting the age, could seriously curtail the benefits of apprenticeships for some under-represented people.

Our Position and Key Messages

- We also recognise the government's recent announcements to invest in skills training for young people. While these initiatives are a positive step forward, they are still in the early stages, and many companies are unable to access these resources immediately. As a university, we are committed to working alongside the government to ensure younger generations have the opportunity to acquire the skills necessary for success in the AI and digital sectors. We are eager to support these initiatives that lay the groundwork for expanding access to AI education and training, but this must include pathways for those who are already in the workforce and include those many companies that may struggle to fund training outside of an apprenticeship offer.

Our Position and Key Messages

- While we acknowledge that this is an evolving area, we urge reconsideration of this decision to recognise the critical role that Level 7 apprenticeships play in addressing the UK's digital skills gap, ensuring long-term economic growth, and strengthening the country's position as a leader in AI innovation.

- We remain eager to support and collaborate with the government's vision of providing "AI into the veins" of the UK.

Q&A / Discussion

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Using Level 6 and Progression Pathways Financial Services Professional

Jonathan Mills
Programme Director, Aston University

Beyond level 7

Jonathan Mills

AFMDA Programme Director

Skills England level 3 Foundation Apprenticeship & level 6
AFMDA Trailblazer Group Chair

j.mills5@aston.ac.uk

Impact of the decision on the Accountancy profession

– every professional accounting body qual'n is level 7 (ACCA, ICAEW, CIMA, CIPFA = the big 4)

– c.85% of ACCA and c.70% of ICAEW learners rely on apprenticeship funding. A large

   proportion work in SME'S and public sector orgs that cannot afford usual tuition/exam fees

– No universities deliver the level 7 apprenticeship (EPAO's are the big 4)

– Between c.50%-70% of learners (AAT, ACCA, ICAEW, CIMA, CIPFA) are over 21 years old

– firms expected to now target school leavers to go straight on level 7 (will hit A&F f/t UG numbers)

Figure 1: Members and students in the UK and ROI
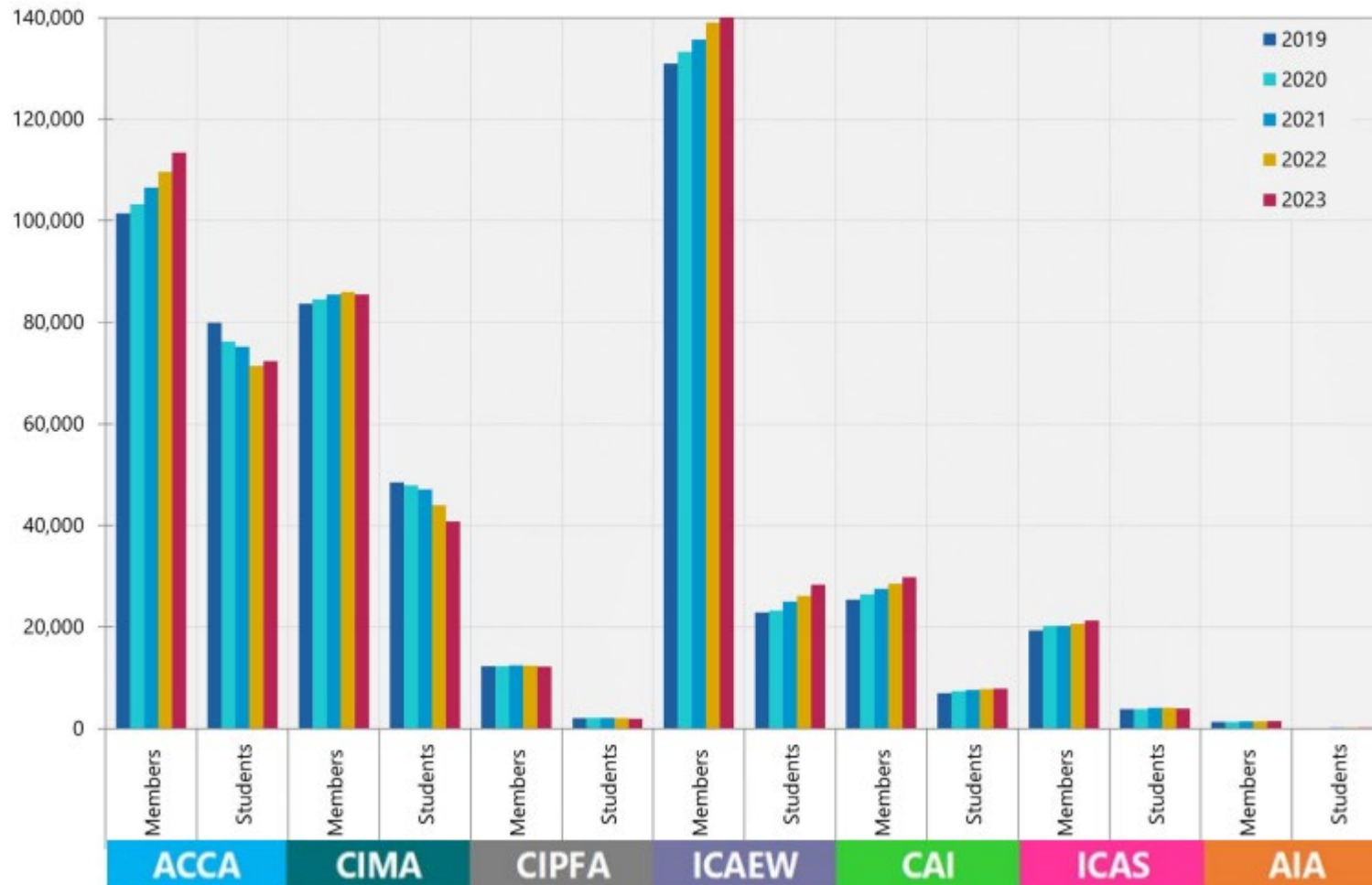
Prof. Body	UK Students
ACCA	72,370
CIMA	40,797
TOTAL	113,167
>21 yrs old	70%
Est.<21	**79,217**

Prof. Body	UK Students
CIPFA	1,937
ICAEW	28,348
TOTAL	30,285
>21 yrs old	70%
Est.<21	**21,200**

Key Facts and Trends in the Accountancy Profession

Figure 13: AAT members and students, 2019 to 2023

	Members		Students	
	UK & ROI	Worldwide	UK & ROI	Worldwide
2019	50,619	52,346	87,482	92,094
2020	48,362	50,028	80,138	83,997
2021	48,860	50,452	79,611	83,245
2022	49,406	50,945	73,451	76,416
2023	50,923	52,524	60,439	62,942

AAT	UK & ROI
Students	60,439
Members	50,923
TOTAL	111,362
>21 yrs old	70%
Est.<21	77,953

The AAT members and students that are over 22 years old will no longer be funded to do level 7, so maximise use of AFMDA to get chartered/qualified

Key Facts and Trends in the Accountancy Profession

From January 2026 level 7 funding will no longer be available to those 22 years old and over.

This FRC report shows under 25s. It appears to be reasonable to estimate from this that c.70% of current students doing level 7 are over 22 years old.
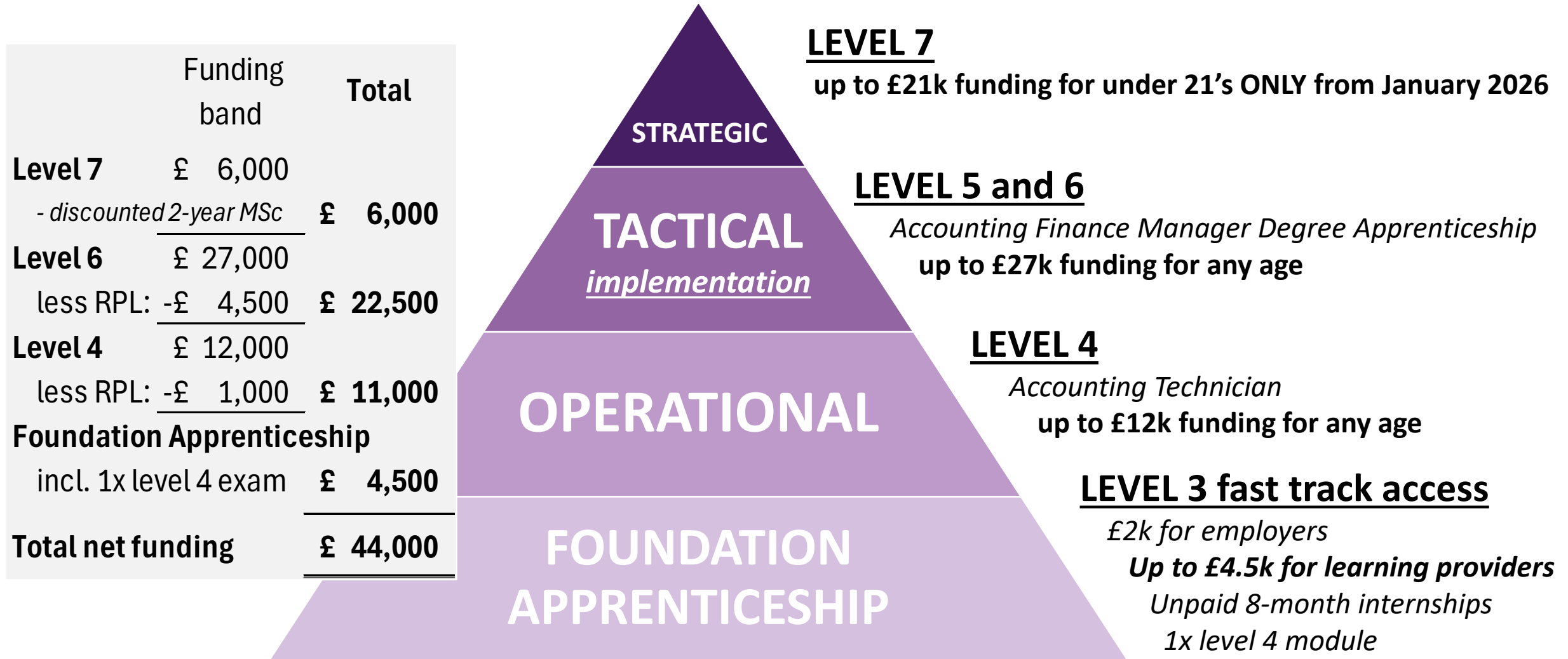

Figure 8: Age of students worldwide, 2019 and 2023[10]

Legend: Under 25 | 25 - 34 | 35 - 44 | 45 and over | Not Stated
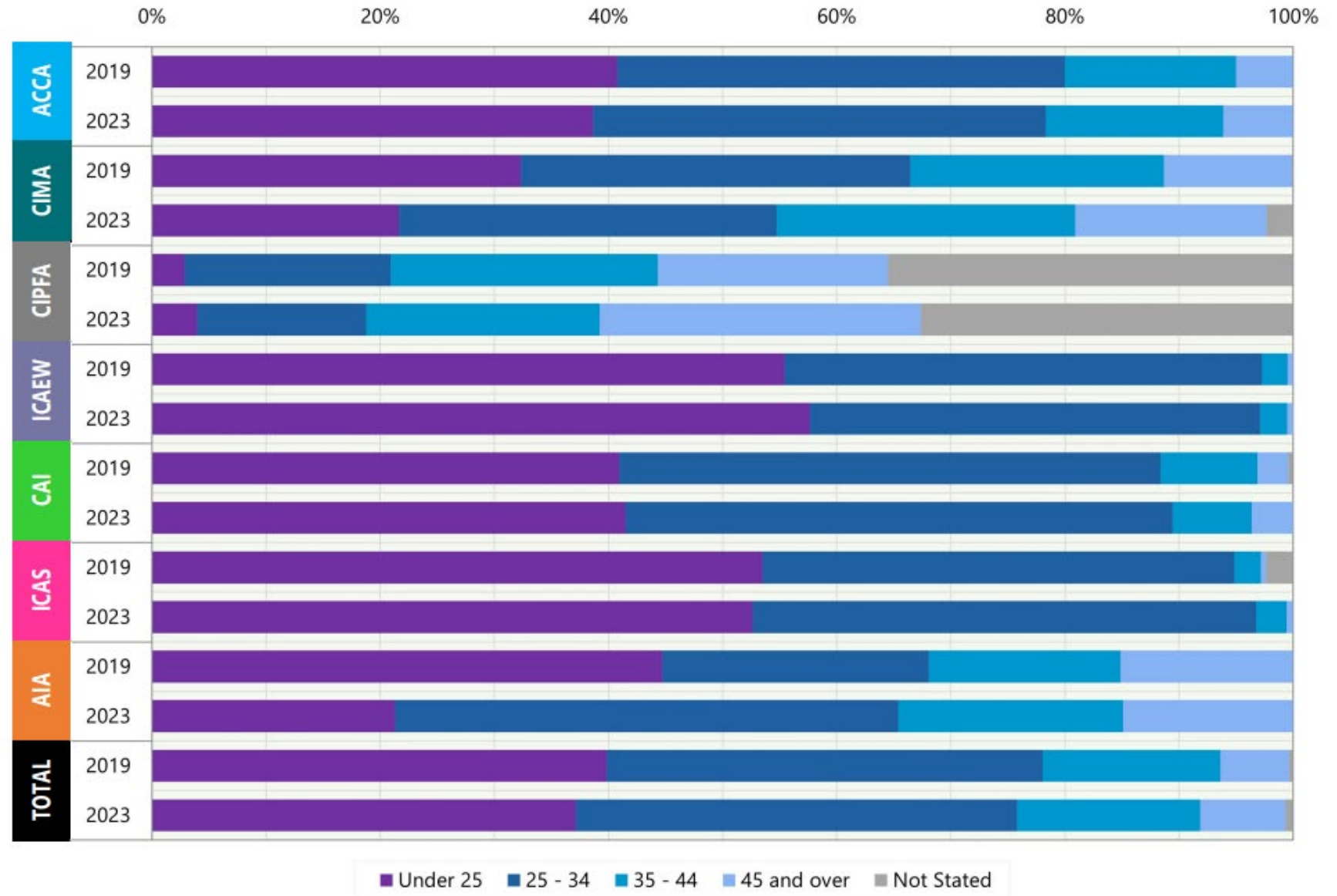
Opportunities for University Business Schools

- Level 4 and 7 accounting apprenticeships only delivered by private providers (BPP, KAPLAN, FI) – opportunity to **take share of accounting tuition market**

- Level 6 is a DEGREE apprenticeship – so only a learning provider with **degree awarding powers** can be the EPAO

- Private providers only want to do exam training and assessment. They do not teach the variety of **higher academic skills and digital skills that universities routinely do**. They will struggle or avoid integrated degree apprenticeships.

- Level 4-6 can be up to £38k apprenticeship funding instead of c.£28k per f/t UG student

Why this design?

- After the announcement I had a flurry of meetings and emails from all the level 7 professional accounting bodies (PAB)

- The PAB's know that a large % are over 21 years old and dependent on funding, so they are scurrying to partner with AFMDA universities

- Employers want professionally qualified and digital literate employees (see little value in degrees)

- ICAEW & ACCA advised me how to cover all their level 4 and 6 exams with the level 6 AFMDA

- To be a chartered accountant level 7 exams are compulsory, so are built into MSc. University exam is mock for PAB exam.

- **Full-time degree is not based on what employers want (student-led, research-led), whereas AFMDA is employer-led – Aston is happy with this differentiation**

ENTRY TO LEVEL

7

ICAEW CHARTERED ACCOUNTANTS

ACCA

CIMA

CIPFA

IFA INSTITUTE OF FINANCIAL ACCOUNTANTS
A MEMBER OF THE IFA GROUP

Aston Business School
BIRMINGHAM UK

★★★ TRIPLE ACCREDITED

AACSB ACCREDITED   EQUIS ACCREDITED   ASSOCIATION AMBA ACCREDITED

	LEVEL 4	**LEVEL 6**	**LEVEL 7**
	FOUNDATIONS	**KNOWLEDGE**	**EXPERTISE**	**STRATEGIC PROFESSIONAL**
EXAMS	**F1 Accounts Preparation** **F2 Management Information** **F3 Decision Making with Data**	**K1 Financial Accounting** **K2 Management Accounting** **K3 Business Law**	**E1 Taxation** **E2 Financial Reporting** **E3 Audit, Risk and Control** **E4 Finance and Investment** **E5 Performance with Data Analysis**	**S1 Business and Sustainability Reporting** **S2 Strategic Business Leader** PLUS 1 Options exam: SAA Audit and Assurance Professional ACF Corporate Finance Professional SDS Data Science Professional SPI Performance and Insights Professional STA Taxation Advisory Professional
ESSENTIAL EMPLOYABILITY MODULES	**Enterprise and entrepreneurship**	**Responsible Business Management**	**Digital Tech and Innovation**	**Ethical, Sustainable Leadership**
AWARDS AND DESIGNATIONS	☆ **Diploma in Accounting and Business**	☆☆ **Higher Diploma in Accounting and Business** **Certified Accounting Technician (CAT)**	☆☆☆ **Advanced Diploma in Accounting and Business** **Professional Accountancy BSc**	☆☆☆☆ **ACCA Qualification** **Professional Accountancy MSc**

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BIRMINGHAM UK

TRIPLE ACCREDITED · AACSB ACCREDITED · EQUIS ACCREDITED · ASSOCIATION AMBA ACCREDITED

ENTRY REQUIREMENTS

- The Association of Accounting Technicians (AAT) Level 3
- The Level 3 Assistant Accountant Apprenticeship (Accounting route of standard ST0002)
- The T Level Accounting
- 3 A Levels or equivalent

Direct Entry to Level 5
- AAT Level 4
- Level 4 Apprenticeships

ENTRY TO LEVEL

4 MODULES

- Fundamental financial Accounting
- Tax Fundamentals
- Assurance and Risk Fundamentals
- Fundamental Management Accounting
- Business Ethics Sustainability and Technology
- Business Law

ENTRY TO LEVEL

5 MODULES

- Fundamental Management Case Study
- Assurance Risk and reporting
- Business and Digital Strategy
- Financial Management and Strategy

ENTRY TO LEVEL

6 MODULES

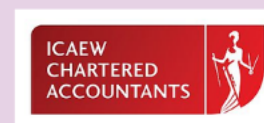- Tax Compliance and Planning
- Financial Reporting, Data and Assurance
- Management Technology Implementation
- Strategic Management Accounting
- End Point Assessment

ENTRY TO LEVEL

7

ICAEW CHARTERED ACCOUNTANTS

ACCA

CIMA

CIPFA

IFA INSTITUTE OF FINANCIAL ACCOUNTANTS
A MEMBER OF THE IPA GROUP

Look out for the *NEW* Foundation Apprenticeship – an 8-month HE Access intro to Accountancy Course

ICAEW / CIPFA / CIOT

(dual membership agreements make this easier and more marketable)

Level 7 modules	Credits
Technical Case Study (TCS)	60
Strategic Case Study (SCS)	60
TOTAL	120

LEVEL 7 MSc with pathways to PAB membership

Module Title	Core/ Option (C/O)	Credits
Taught Option Modules	O	120
Masters' Dissertation or Project	C	60

Employers asked Exeter University "without level 7 what is the point of the AFMDA?"

<----> <---->

ACCA

(same principle for ICAS, CIMA and IFA)

Level 7 modules	Credits
Business and Sustainability Reporting (S1)	40
Strategic Business Leader (S2)	40
1 from 5 options	40
TOTAL	120

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AACSB ACCREDITED EQUIS ACCREDITED ASSOCIATION AMBA ACCREDITED

- Exeter Uni are the only university that have recruited and will start in September and they are developing the level 7 MSc in the same way as I am

- A number of others have validated AFMDA level 6's ready to launch (MMU, Teesside, UCLan, Bournemouth, Aston, SHU, Northwestern)

- Few are maximising PAB exemptions or developing level 7, which would appear to be a waste of time knowing what employers want and see as valuable

- In 2025/6 I will be focused on:

  1. Digital teaching and learning tool development (ACCA, ICAEW, AAT, Sage Quals)
  2. Promotional activities with level 2-4 apprentices (AAT students, members and FE Colleges)
  3. Publicising AFMDA+MSc as the solution for over 21 year olds
  4. Recruit for September 2026
  5. Assist other universities to validate AFMDA and maximise funding + PAB quals + employer marketability

Accounting Apprenticeships

	FOUNDATION APPRENTICESHIP (Level 2/3)	ACCOUNTING TECHNICIAN (Level 4)	DEGREE APPRENTICESHIP (Level 6)	PROFESSIONAL ACCOUNTANT (Level 7)
Reference	TBA	ST0003	ST1303	ST0001
Funding	Up to £4.5k	£12k	£27k	£21k
Typical duration	8 months	18 months	36 months	36 months
ASTON'S PLAN	8 months	12 months	24 months	MSc 12-24 months
Age restrictions (from January 2026)	None	None	None	21 years old at start
EQA provider	In progress	Ofqual	OfS	Ofqual
Email j.mills5@aston.ac.uk to join in apprenticeship development in DfE/Skills England Trailblazer Group				

- Careful scaffolding and mapping of level 4 and 6 KSB's to PAB syllabi to maximise funding and marketability

- Include all level 6 PAB exams in the AFMDA to minimise level 7 exams left to do

- Get local AAT feeder colleges teaching level 2-4 and employers involved as early as possible

- I assisted Bournemouth recently by providing all mapping and draft module specs. We started in January and AFMDA was validated in April with ACCA and ICAEW present – I can speed up the process for others like this if needed because I wrote the AFMDA and have now been part of several validations

- Join Trailblazer Group – we will be next meeting in November to discuss EPA, Options for audit, insolvency, tax managers within the AFMDA

- Happy to help – email j.mills5@aston.ac.uk

QUESTION	ANSWER
Would you support Foundation Apprenticeship?	
Does collaborating on R&D with UVAC community and AFMDA Trailblazer Group interest anyone?	
Could I be of use to anyone here?	

Employer Fully Funded Apprenticeships

Seriously... Why would an employer want this .?

Why

- Equality of access across all staff
- Will need to fund a degree route anyway e.g. due to regulatory requirements
- Employers wanting one 'All Age' programme
- Employers with roles already asking for a first degree or needing a minimum experience level for their Early Talent programmes
- Employers with a 'support' culture
- Want to retain a 'national badge'

Why Not

- Cost 'we can't justify spending this level of funding on a small number of staff'
- Expectation of learner contribution – financial or time
- Looking for shorter duration or more modular and stop/start approach

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Practicalities

There are already hundreds of employer funded apprentices

The Rules do not make clear what this really means …

how this delivery is reported through the ILR..

Included or not in QARs..

In scope for Ofsted…

Next Steps & Resources
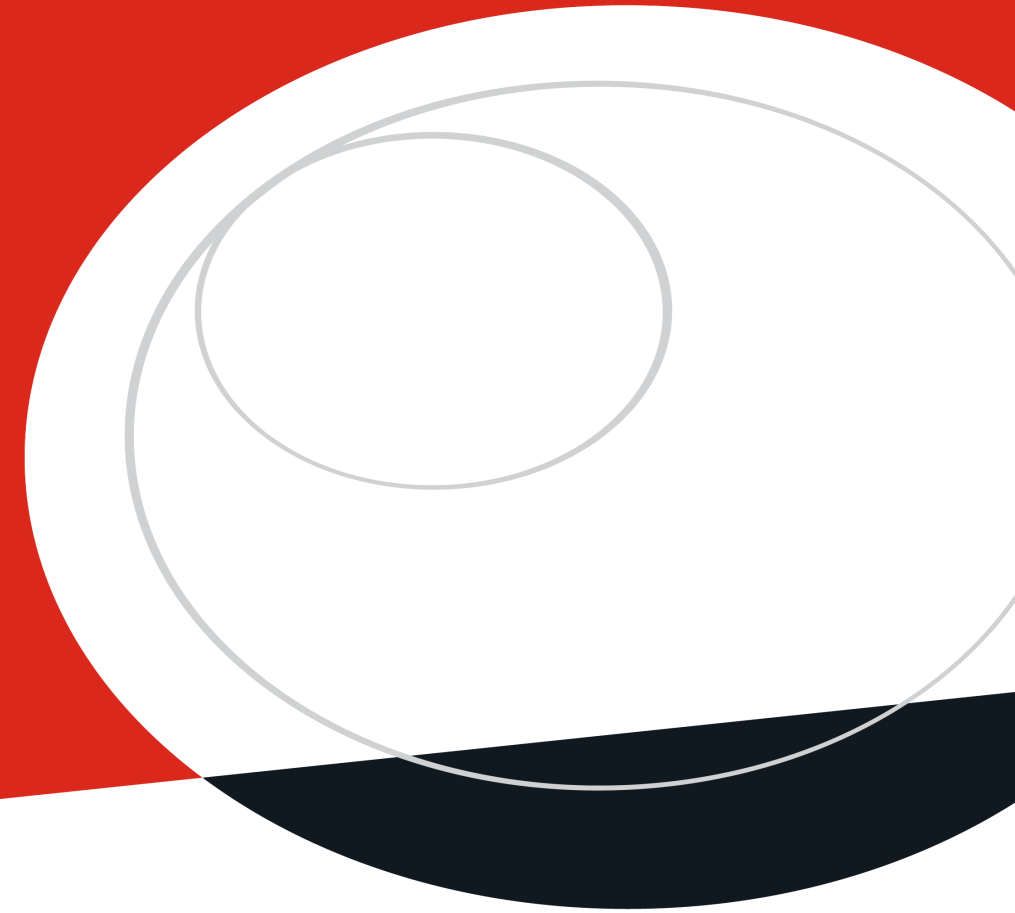
What does this all mean ?

- There are options available to maintain delivery – these need exploring for each Standard and with your employers and apprentices
- Modules, block delivery, social learning are core elements
- Most employers want to retain skills programmes at this level – levy payers in particular
- Apprentices and most employers want a qualification
- Co-contribution may underpin any funding – a consideration in 'who is the customer' going forward

- There will be ongoing evidence for these skills needs – not least the Industrial Strategies for these sectors and occupations
- Alternative progression pathways and possibly funding streams may be available
- Some employers are willing to contribute or even fully fund - will this be enough for a viable programme – how do we reset expectations or manage costs?

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Questions & Further Information

Click HERE for Today's Listen Again Webcast

Resources - Click HERE

Julie Rosborough Open Gov Article on impact of L7 funding removal on women.

Queries and Questions to: R.Rhodes@bolton.ac.uk

Summer Webinars & Events Click HERE

LLE Webinar Thursday 31st 9.30

Recording Timestamps	
Level 7 Employer Discussions Employer	00:00:00
Working with Government – Lucy Hunte, NHS England	00:34:53
Making the Case - Dan Creed, Sussex University	00:43:12
Update on Senior Leader – Ali Cox, CMI	00:56:51
L6 Pathways – Jonathan Mills, Aston University	1:00:00
Employer Fully Funded	1:28:21
Resources & Next Steps	

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	MEMBERS EVENT PROGRAMME BY DATE		
	Topic	Content	Registration Link
1.	Funding Rules - 2025/2026 Impact and Implications	This session is for everyone involved in apprenticeship delivery from onboarding to EPA and those involved in implementing the ESFA Funding Rules in any aspect of their role. This session will set out the changes in the DfE 2025/ 2026 Apprenticeship Funding Rules and explore the implications of these changes on day-to-day practice, policy and procedures.	Wed 21 May 2.00 – 4.00
2.	A Guide to Audit and Risk Governance and Oversight	This deep dive session will set out a framework for apprenticeship audit and risk review over the 12-month cycle of apprenticeship delivery. The framework will consider the schedule activities to be included in risk assessments, the reporting and monitoring to underpin oversight of risk, and how to combine the activities taking place across a university year into a systematic risk assurance process for the apprenticeship programme.	Thur 12 June 9.30 – 11.30
3.	EQA Assessment & the EQA Visit	This session is aimed at teaching and learning, quality and apprenticeship teams involved in the preparation and execution of OfS external quality assurance frameworks and visits. You will hear from member speakers about learning over successive visits including visits from the last few months as we consider how the EQA process has changed policy and practice internally and consider the impact of possible future EPA changes on EQA.	Tue 19 June 9.30 - 11.30
4.	The Skills Coach – Successful models and the Future	This session is aimed at Apprenticeship Teams and Skills Coach leads - this most vital of roles in apprenticeship delivery. These are the people accountable for delivering the tri-partite progress review and evidence of compliance, and for ensuring that apprenticeship momentum, apprentice progression and employer engagement are maintained. This session is for everyone who leads a team of coaches and/or designs or manages the structures in their organisation. We will explore the latest and emerging structures and staffing levels within our delivery teams whether these are centralised, devolved or contracted out. With input from member speakers on effective models and how the coach role enables success we will explore the impact of current challenges in apprenticeships on these critical roles.	Thur 10 July 9.30 – 11.30
5.	Audit Update – Preparing for 2025/2026	This UVAC session explores the themes from 2024/25 audits and the impact of the 2025/2026 Funding Rules on the DfE's approach to future funding audits. Developed and run with Karl Bentley, this session will provide an early insight into possible changes to audit in response to the Funding Rules and will equip members with suggestions for some early adaptations to process, procedures and paperwork ahead of the release of the audit papers later in 2025/early 2026.	Wed 16 July 9.30 – 11.30
6.	Exploring the options for L7	This session will explore how Universities and providers delivering L7 provision are responding to the (by this point we hope final) position on Level 7 Funding. We will explore the latest DfE guidance and hear from guest speakers and members on their plans for 2025/2026.	Tue 22 July 9.30 – 11.30
7.	The future of EPA and the Impact of New Flexibilities on Curriculum	This session is for curriculum designers, quality teams, teaching and learning teams. Pending announcements about how the EPA flexibilities, which we hope will be clear by this point, will be implemented, this session will review of the impact that the flexibilities proposed will mean for apprenticeships, particularly in design, delivery and quality assurance. Hearing from some of our key End-point Assessment Organisations and from members on their plans to use the opportunities presented this session will enable members to prepare for implementation as this is rolled out from September 2025.	Tue 29 Jul 9.30 – 11.30
8.	ESFA Funding Rules – Final Rules	This session is a 'hold the date', pending announcements of any further changes to the Funding Rules ahead of the start of the 2025/26 funding year. We are anticipating a range of reissues of the Funding Rules this year as different aspects of the announced changes to the apprenticeship programme are implemented…... this session is likely to be the first of several short updates over 2025/2026.	Tue 5 August 9.30 – 11.00

UNIVERSITY VOCATIONAL AWARDS COUNCIL