

A Practical Guide to Off-the-Job Learning in an Apprenticeship

Agenda

Rules & Evidence

Eligible and Ineligible activity

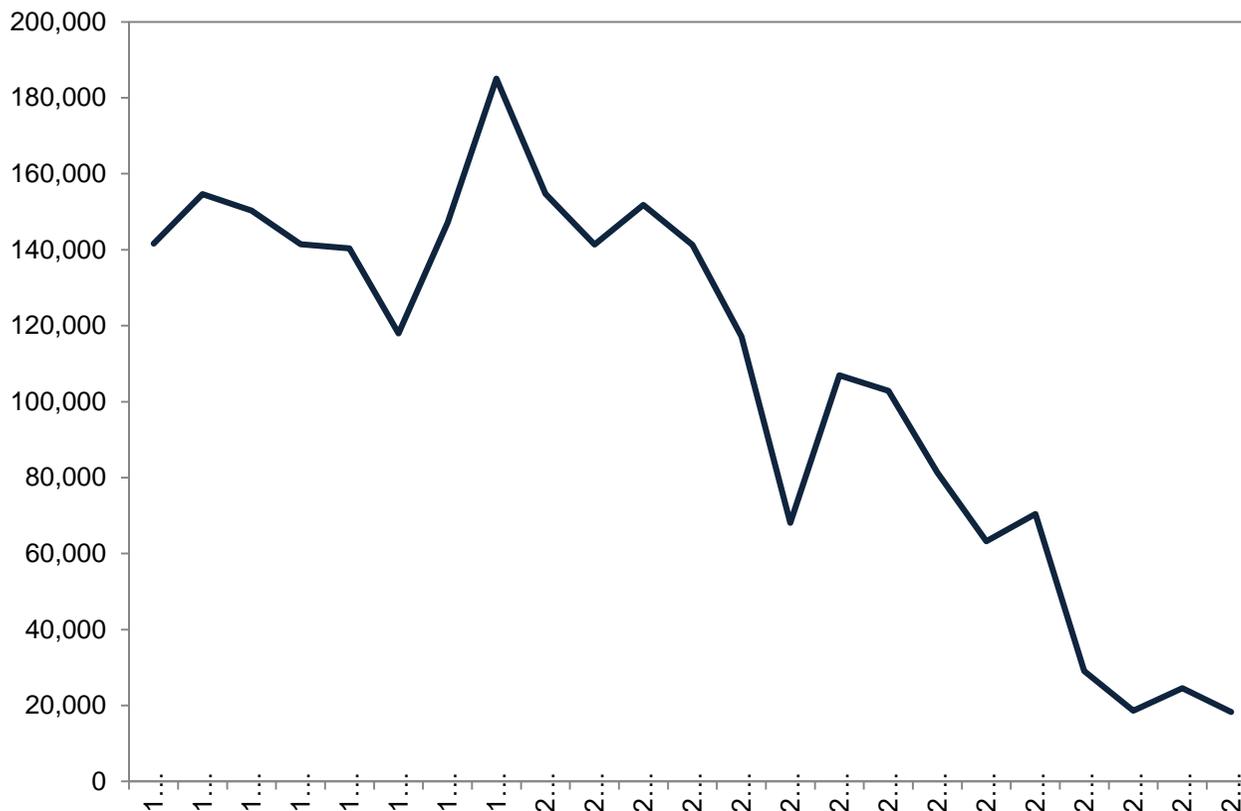
Tracking and Monitoring

Examples and Good Practice

Advice for Line Managers

Why is off-the-job important

Number of employees who worked fewer hours than usual because they attended a training course away from their workplace



Definition:

- teaching new skills rather than assessing existing skills.
- learning undertaken outside of the normal day-to-day working environment
- leads towards the achievement of an apprenticeship.

Commonly reported issues and concerns

1. 'I don't know exactly what is actually needed – how much and when and about what'
 2. 'There isn't any time in the working week'
 3. Apprentices are too busy to attend planned sessions due to work pressures
 4. Line managers not organising or implementing planned/required sessions
 5. No-one checking that this is taking place
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RULES AND EVIDENCE

Evidence, Evidence Pack & Use of Funds

P39. To use funds in an employer's apprenticeship service account or from government employer co-investment for an apprenticeship, you must:

39.3 have evidence that the apprentice will spend at least 20% of their time on off-the-job training (see paragraphs P32 to P37), recognising that apprentices may need more than 20% off-the-job training (for example, if they need English and maths training)

39.3.1 it is up to you and the employer to decide how the off-the-job training is delivered. This may include regular day release, block release, and special training days/workshops

P243. The evidence pack must include the following:

243.2 details of how the 20% 'off-the-job' training, excluding English and maths, **will be quantified and delivered**. By details we mean a **plan of delivery and evidence of delivery taking place** against that plan

243.4 details of employment including the name of the employer and the agreed contracted hours of employment, including paid training and 20% 'off-the-job' time, and the total planned length of the apprenticeship

Rules & Principles

20% calculated from total contracted hours

- Over the life of the apprenticeship It includes time on leave and illness
- Technically, 'time in training' as the individual must be competent before undertaking the EPA

20 % is calculated across the whole agreed length of the apprenticeship

- For the planned duration of the apprenticeship, reduced for prior learning, extended for part-time
- No set pattern or minimum per week required

Level 2 English and Maths must not be included

- Time spent reaching L2 English & maths will count as additional to the 20% (but still within the working day) not as part of the 20%
- Contextualised English & Maths learning can be included in the 20%

Learning has to be relevant to the KSB in the Apprenticeship

- If you include relevant learning in induction, this counts towards the 20% providing this is after/on the apprentice's formal first day

Rules & Principles

OTJL must take place in the working day

- Otherwise this must be 'recognised' for this to count e.g. Time Off In Lieu
- Any learning that the apprentice chooses to do in their personal time cannot be included and this must not be required to complete the apprenticeship

Learning must not be delivered as part of day to day duties

- It does not have to be delivered / take place out of the office
- It can include structured sessions delivered as part of an apprentice learning in the workplace that is part of their job but is developing them towards competence

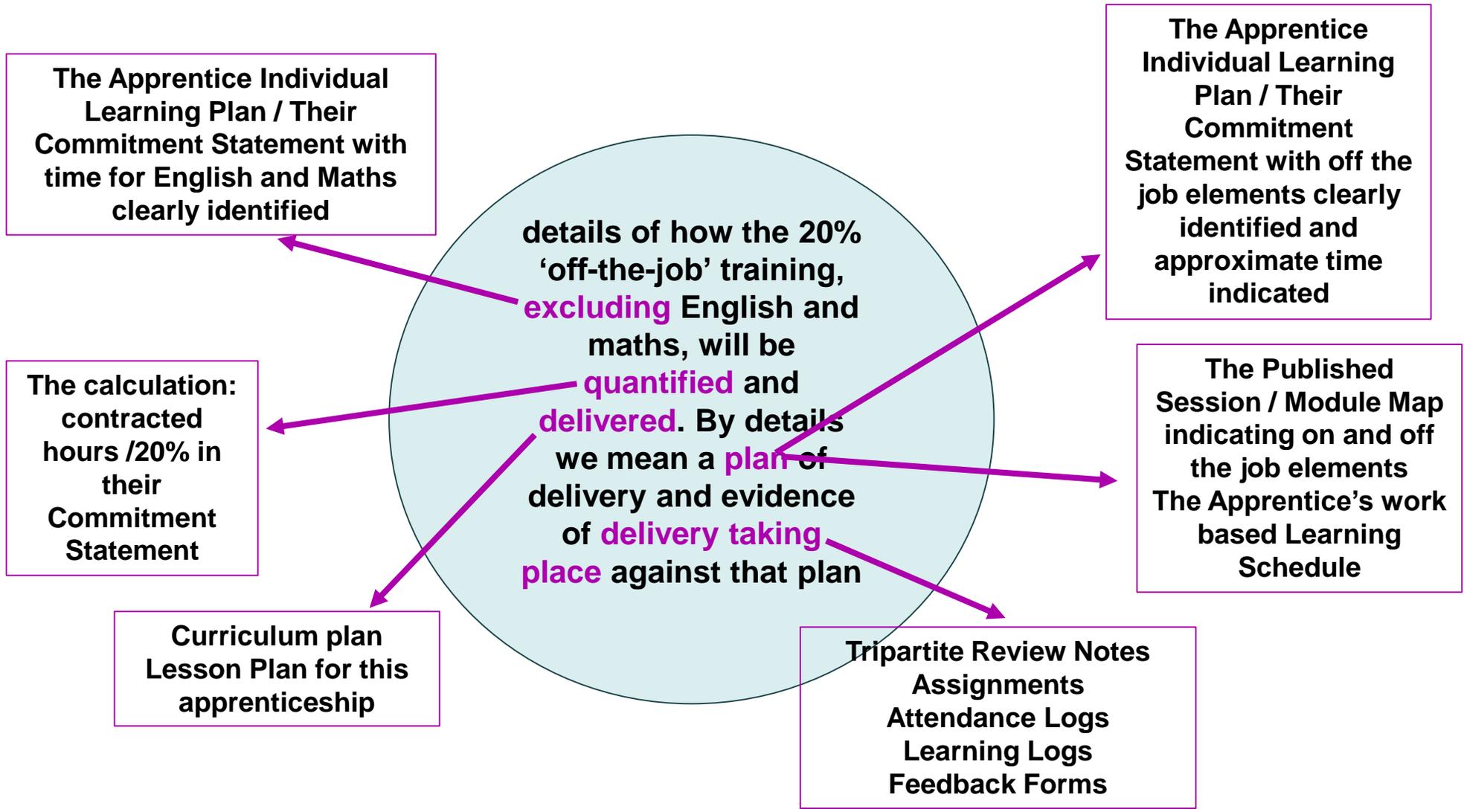
Progress reviews do not count towards OTJL

- Because they are reviewing and testing what an apprentice has already learnt, rather than teaching new knowledge, skills and behaviours.
- Mentoring, coaching and other facilitated self led learning does count because it is embedding practice and aiding understanding and application of what is learned

Learning has to be relevant to the KSB in the Apprenticeship

- Inductions do not count if their content is solely 'company orientation'
- If you include relevant learning in induction, this counts towards the 20% providing this is after/on the apprentice's formal first day

Evidence Sources



Eligible Activities

Eligible

- 'Outside normal duties'
- Shadowing
- Projects
- Joining a project group
- Observation
- Contextualising English and Maths
- Work shadowing
- Mentoring

Proceed with Caution

- Away days
- Inductions
- Learning outside of paid hours

Ineligible

- training to acquire KSB that are not required in the standard or framework
 - progress reviews or on-programme assessment required for an apprenticeship
 - training which takes place outside the apprentice's paid hours [and is not recognised]
 - Compulsory learning for all employees
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TRACKING & MONITORING

Responsibilities

Input

Employer Led

e.g. formal classroom in house sessions, mentoring

Apprentice Led

e.g. Self study online modules or assignments

Provider Led

e.g. face to face or blended sessions

Responsibilities

Training
Provider

Line
Manager

Apprentice

Coach
Mentor

Principles

- The plan is the basis of the evidence trail
 - Providers must be able to demonstrate that learning took place
 - Electronic on line learning obviously a gift!
 - Provider tracks attendance
 - Provider is accountable for the evidence trail
 - Ensure dates match
 - Not all providers keep attendance records
 - Line manager and apprentice should track anything extra not led by the provider
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Learner Self-Determined Tracking

- To make this work it needs:
- To be regularly reviewed and discussed (5 mins a week)
 - Summarised at tri-partite reviews
 - To focus on the learning gained not the time spent (count the time, discuss the learning)

Learning Journal
17 September

induction - Group Discussion on individual vs group experience

what did I expect to happen: I was anticipating lots of people in similar roles with lots of common experience, and because I have been in post for a long time, that I would not necessarily learn much that was new to me about my role from others.

What did happen: at the induction group session there were far more variations in how roles operate, in responsibilities, levels of accountability, budgets, scope etc. than I had expected from across the different organisations, many people had a much wider range of skills required than I use currently

It went well: I have made a real change in my usual first meeting approach and out of my way to meet and greet and find out about people's experience and day to day roles.

Does this mean for me - what have I learned?

realised that I can be a bit too quick to judge a situation and as a result I miss valuable opportunities, including understanding more about the and knowledge of people around me.

and time exploring what is actually in front of me!

and how much opportunity there is to expand my current role and to keep need to spend time exploring how other organisations work, look for the advice and apply this in my own department.

and might be useful later, even if I can't need to 'bank' what I learn.

Module Title	Off the Job Learning Hours Planned Estimate			
Learning Event & (Activity, Task, Assignment)	What happened?	What did I learn?	What does this mean for the future?	Off the Job Learning Hours Log (Actual Time)

Guidance

[Text]

- Change the headings if you have a structure that works better for you
- Always make a note of the date of events and activities to help keep you see the progression in your learning
- There is an estimate of the time typically spent in off the job learning in your Commitment Statement. This is not a

[Text]

- You must keep an accurate and upto date log of all of the time you spend on off the job learning. This might be at your desk working on an assignment, or a project, in lectures at university, in a virtual classroom session online
- You will review off the job learning time as part of your Tripartite Review

[Text]

- See the University guidance on writing a Reflective Learning Journal for ideas on how to approach the narrative sections in this Journal
- You can use this Journal for recording any learning during in your apprenticeship whether it is at university or at work, in on or off the job learning

GOOD PRACTICE

What's the purpose; what's the prize

Expansive	Restrictive
C1 Apprenticeship develops occupational expertise to a standard recognised by industry	Apprenticeship develops skills for a limited job role
C2 Employer and provider understand that Apprenticeship is a platform for career progression and occupational recognition/ registration	Apprenticeship doesn't build the capacity to progress beyond present job role
C3 Apprentice has dual status as learner and employee: explicit recognition of, and support for, apprentice as learner	Status as employee dominates: limited recognition of, and support for, apprentice as learner
C4 Apprentice makes a gradual transition to productive worker and is stretched to develop expertise in their occupational field	Fast transition to productive worker with limited knowledge of occupational field
C5 Apprentice is treated as a member of an occupational community with access to the community's rules, history, occupational knowledge and practical expertise	Apprentice treated as extra pair of hands who only needs access to limited knowledge and skills to perform job
C6 Apprentice participates in different communities of practice inside and outside the workplace	Training restricted to narrowly-defined job role and work station
C7 Apprentice's work tasks and training mapped onto the occupational standard and assessment requirements to ensure they become fully competent	Weak relationship between workplace tasks, the occupational standard and assessment procedures
C8 Apprentice gains qualifications that have labour market currency and support progression to next level (career and/or education)	Apprentice doesn't have the opportunity to gain valuable and portable qualifications
C9 Off-the-job training includes time for reflection and stretches apprentice to reach their full potential	Supporting individual apprentice to fulfil their potential is not seen as a priority
C10 Apprentice's existing skills and knowledge recognised and valued and used as platform for new learning	Apprentice is regarded as a 'blank sheet' or 'empty vessel'
C11 Apprentice's progress closely monitored and involves regular constructive feedback from range of employer and provider personnel who take a holistic approach	Apprentice's progress monitored for job performance with limited developmental feedback

Commitment Statement –AKA ‘the plan’

‘This statement should set out how the provider intends to fulfil the 20% off-the-job training requirement’

Off the Job Elements This learning equates to the 20% minimum of the job training required by all apprenticeships	Approx Hours	Estimated Start Date	Delivery Organisation	On the Job Elements This summarises the broad timetable of on the job knowledge, skills experience that the apprentice will need during their apprenticeship to support each module or assignment
Module / Assignment Qualification / Exam /Review		mm/yyyy		
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Module / Assignment Qualification / Exam /Review		mm/yyyy		
Module / Assignment Qualification / Exam /Review		mm/yyyy		
End Point Assessment		mm/yyyy		

What to expect from your provider

- A map setting out content and detailing the of the off and on the job requirements generally for this apprenticeship, and when this is needed
 - Clear instructions as to what is needed when from the line manager and apprentice for their learning plan
 - Insist on a robust Initial Needs Assessment, identifying prior learning and gaps
 - A provider who understand how the Apprenticeship supports your business and workforce development plan
 - To rebook missed formal off the job sessions quickly - and track them - don't let this back up and become a log jam
 - To work closely together during the initial assessments and development of learning plans
 - Contextualise English and Maths if needed within the specific occupation
 - Make the tripartite review process work:
 - Review and bank time spent
 - Review learning journals and logs
 - Plan next off the job sessions
 - Address any possible shortfall
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Options

Structured Learning

- Job shadowing
- Make induction count
- Year 2 apprentices mentoring Year 1 Apprentices or running 'If I knew then what I know now sessions'
- Group sessions on key topics
- Learning Hours – pre-set time at the end of the day
- Scheduling off the job in less busy times
- Early professional body membership

Learning Groups

- Apprentice 'cohort' projects
 - Group 'how is it going' facilitated sessions
 - Second level analysis -
 - Learning sets apprentices to come together as a group to discuss experiences and so that the less experienced apprentices can benefit from the experiences of those in later years
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Options

Self/ Personal Development

- Year 2 apprentices mentoring Year 1 Apprentices
- Use the tripartite review to explore interests and stretch
- Involving staff on counselling or mentoring training in apprenticeship support roles
- Keeping a reflecting learning log or a journal - tasks usually take longer than you think.
- Workplace mentors help apprentice bed in learning
- Use the tripartite review to explore interest and stretch

- Reflective learning journals as part of the progress reviews

Team Determined

- Review relevant tasks in the team that the apprentice can undertake with clear input from the 'expert'
 - Added Value tasks 'second level analysis'
 - Work exchange /staff exchange/ expert exchange - short pieces of work for the apprentice in a different department on a reciprocal basis
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Successful Practice 20% and 80%

- ❑ Know what is needed for 20% and 80%
 - by module / topic
 - when it is needed
 - ❑ Develop a central blueprint with the provider for this apprenticeship setting out what extra is needed by you and how this can be delivered
 - ❑ Be honest with people about the importance of off the job learning and the tracking - and position it as it was intended i.e. to allow dedicated time to learn
 - ❑ Have a plan with the provider - structured learning, planned, managed then reviewed is key
 - ❑ Ensure that the apprentice understands the off the job elements and also looks for opportunities to understand and acquire this
 - ❑ Line Manager's need to spend time, as little as 5 minutes a week helping the apprentice bank what is learned
 - ❑ Plan close integration between the on-and off-the-job elements of the Apprenticeship programme
 - ❑ Work with the teams to provide input and ideas
 - ❑ Make it a requirement that the apprentice tracks their own learning
 - ❑ Look for opportunities to centrally run KSB sessions
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QUESTIONS

it [here](#) in the LGA Support Offer folder in the library section of the KHUB Group.

FURTHER INFORMATION



Resources

- Slides, Webcast & Line Manager Guide available on the K-Hub (**Folder:** LGA Support Offer/Webinars)
- [AELP Guide to of-the Job Training](#)
- [DfE Apprenticeship off-the-job Policy Background and Examples](#)
- Email info@spark.org.uk with
 - Queries
 - Examples
 - Documents

[LGA WEBINAR PROGRAMME: KHUB Library](#) (Folder:** LGA Support Offer)**
