



Apprenticeships: Off-the-job training

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30 January 2018, 10.30am – 11.30am



Future
Apprenticeships



Education & Skills
Funding Agency



Department
for Education



What is an apprenticeship?

An apprenticeship is a **genuine job** with an **accompanying skills development programme**.

- Through an apprenticeship, an apprentice can gain:
- technical knowledge
- practical experience
- wider skills for their current job and future career

Off-the-job training is now a *legal* requirement

What is a skills development programme?

Off-the-job training is teaching an apprentice:

- New skills, new knowledge, and new behaviours

How is it delivered?

- Minimum of 20% of the apprentice's paid working hours

Why do we require this?

- In a new job role; or
- In an existing job role, requiring significant new skills

Remember: If there is no need for new skills, there is no need for an apprenticeship.

What is off-the-job training?

Off-the-job training is defined as **learning** which is **undertaken outside of the normal day-to-day working environment** and leads towards the achievement of an apprenticeship.

This can include training that is delivered at the apprentice's normal place of work, but must not be delivered as part of their normal working duties.

What does off-the-job training include?

The off-the-job training must be **directly relevant to the apprenticeship** framework or standard and could include the following:

- The teaching of theory (e.g. lectures, role playing, simulation exercises, on-line learning, manufacturer training)
- Practical training; shadowing; mentoring; industry visits and attendance at competitions
- Learning support and time spent writing assignments

What does off-the-job training not include?

It does not include:

- English and maths (up to Level 2)
- Progress reviews / on-programme assessments
- Training outside the apprentice's paid working hours

How should off-the-job training be delivered?

- At least 20% of their time. Some apprentices may need more
- Up to the employer and provider to decide an appropriate delivery model. May include regular day release, block release and special training days/workshops
- Off-the-job training cannot be delivered solely by distance learning

How off-the-job training links to the apprentices working hours and the minimum duration

- Employers must ensure training takes place during paid working hours. Employers and apprentices could agree a system of time off in lieu where training takes place at a weekend, for example
- Part time workers or those on flexible contracts must not be disadvantaged but their programmes must be modified to allow them access to the same level of quality training as full time apprentices

How should off-the-job training be evidenced?

- Funding Rules:
 - P211. The evidence pack must include the following:
 - 211.2. Details of how the 20% 'off-the-job' training, excluding English and maths, will be quantified and delivered.

Recent good evidence we have seen includes:

- A detailed breakdown of activities for each apprentice with the time allocated for each totalling over 20%
- Comprehensive overview of the plan to deliver OTJT in the commitment statement
- The employer's responsibilities when subcontracting some of the delivery



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Anna Morrison and Alison Sumpter, Aspire Learning & Development Limited

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Provider priorities

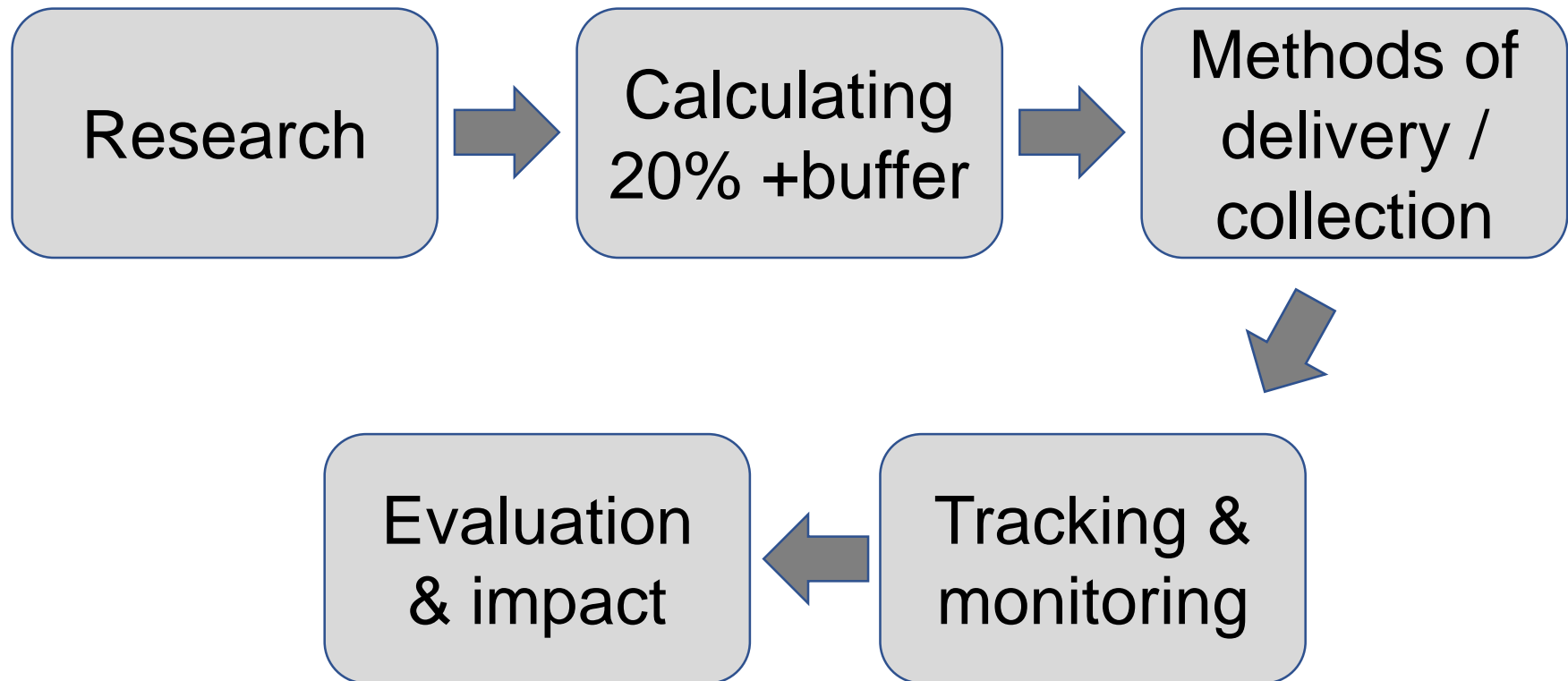


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- ✓ Know the rules
- ✓ Use the guidance and examples
- ✓ 20% is about a quality learning experience
- ✓ 20% is a minimum
- ✓ 20% of employed time
- ✓ Quality of teaching and learning
- ✓ Distance travelled and progress made
- ✓ L&M to ensure it is embedded and impactful
- ✓ 20% calculation
- ✓ Individual and differentiated calculations
- ✓ Planned and monitored to ensure it happens

20% off the job



1: Research

Best places to look when researching:

- ☐ Standards and assessment plans
- ☐ EPA websites and resources
- ☐ Re-reading the old framework (if there is one)
- ☐ Sector specific support
- ☐ Local provider networks
- ☐ Competitor analysis

2: Calculating the 20% + buffer

7.5 hours per day x 5 days per week = 37.5 hours per week

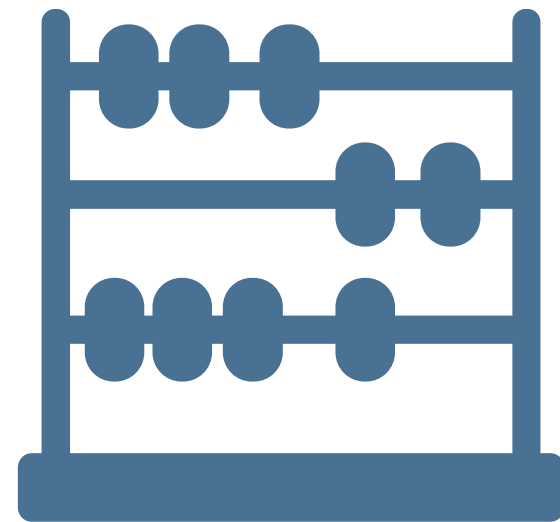
37.5 hours per week x 52 weeks per year = 1,950

Use holidays and bank holidays as your 'buffer'

= 1,950 working hours over 12 months
x 2 (24 months) = 3,900 hours

3,900 hours / 5 days = 780 hours

20% OTJ = Minimum of 390
per year / 780 2 years



Audit: Consistency is key

- ☐ Staff are calculating it consistently
- ☐ That employers and apprentices understand the calculation
- ☐ That the parent has signed it off if under 18
- ☐ If challenged, you have a robust rationale for your process

Ofsted: Progress is *the* buzz word

- ☐ 20% OTJ will not be 'audited' by Ofsted
- ☐ Looking for the link between high quality learning and high level of ability to fulfil the role
- ☐ Employer engagement, understanding and support in the learning journey evidenced
- ☐ If employer is not engaged / supportive – what steps have been taken?

3: Methods of delivery / collection

Your staff need to be able to:

- ☐ Explain 20% in a way that employers can understand and value the importance of it
- ☐ Spot opportunities for what can count
- ☐ Think creatively with the employer and apprentice about existing activities
- ☐ Encourage use of tracking/monitoring systems
- ☐ Use reflective questioning

How to help your staff

- ☐ Calculator(s)
- ☐ Create exemplars / checklists
- ☐ Allocate Champions for different themes
- ☐ Topics at team meetings – standing items
- ☐ Collecting and sharing employer/apprentice feedback
- ☐ Opportunities for team problem solving

Model 1: Provider is in control

PROs	CONs
Provider knows exactly when and how the apprentice will achieve their 20%	Classroom can be expensive to deliver in if the provider does not already have training facilities
Apprentice will meet other apprentices and benefit from sharing ideas	Relies on a critical mass of students to make viable
Once delivered once, if recorded it creates a resource to share on catch-up and to use to engage new employers	Inflexible from an employer's point of view + Might incur travel costs

Model 2: Employer is in control

PROs	CONs
Employer can minimise disruption to the business by building in as many learning opportunities as possible.	Relies on robust initial assessment, tracking, monitoring and evidencing – and what if this doesn't happen? And what if it isn't quality?
Apprentice and employer take ownership of the programme and the pace of development	Apprentice can feel isolated if they are not meeting other apprentices in a classroom environment and experience to bring
Its cheaper for the provider by not committing to classroom space	Employer may not see the Return on Investment – what am I paying for?

Model 3: Mixed control

PROs	CONs
Provider has certainty over a % of the 20% and how it will be achieved	Provider may also need to invest in online learning materials if not already provided
Employer feels that they have an element of control and can contribute to the hours, including naturally occurring evidence	Provider may need to invest in classroom space if they don't already have it
Apprentice will still benefit from meeting other apprentices	Provider may need to undertake QA of employer elements (and possibly intervene)

Example of mixed model

Learning activities	Employer	Provider	Suggested frequency
Introduction to role (must include teaching)	1 day = 7 hours		Once
Development Day Workshops		10 days = 70 hours	Every other month
Classroom teaching		100 days = 700 hours	Flexible
E-learning		12 units @ 3 hours = 36 hours	Flexible
Internal training including technical & behavioural	12 days = 84 hours		
One to ones with line manager/shadowing/mentoring/appraisals	3 hours per month = 108 hours		½ day per week approx.
End Point Assessment including preparation and exams		13 days = 91 hours	
	199 hours	897 hours	1,096 hours

Other creative examples

- An assignment for Business apprentices around National Apprenticeship Week.
- All apprentices signed up to Young Apprentice Ambassador Network (www.amazingapprenticeships.com/yaan)

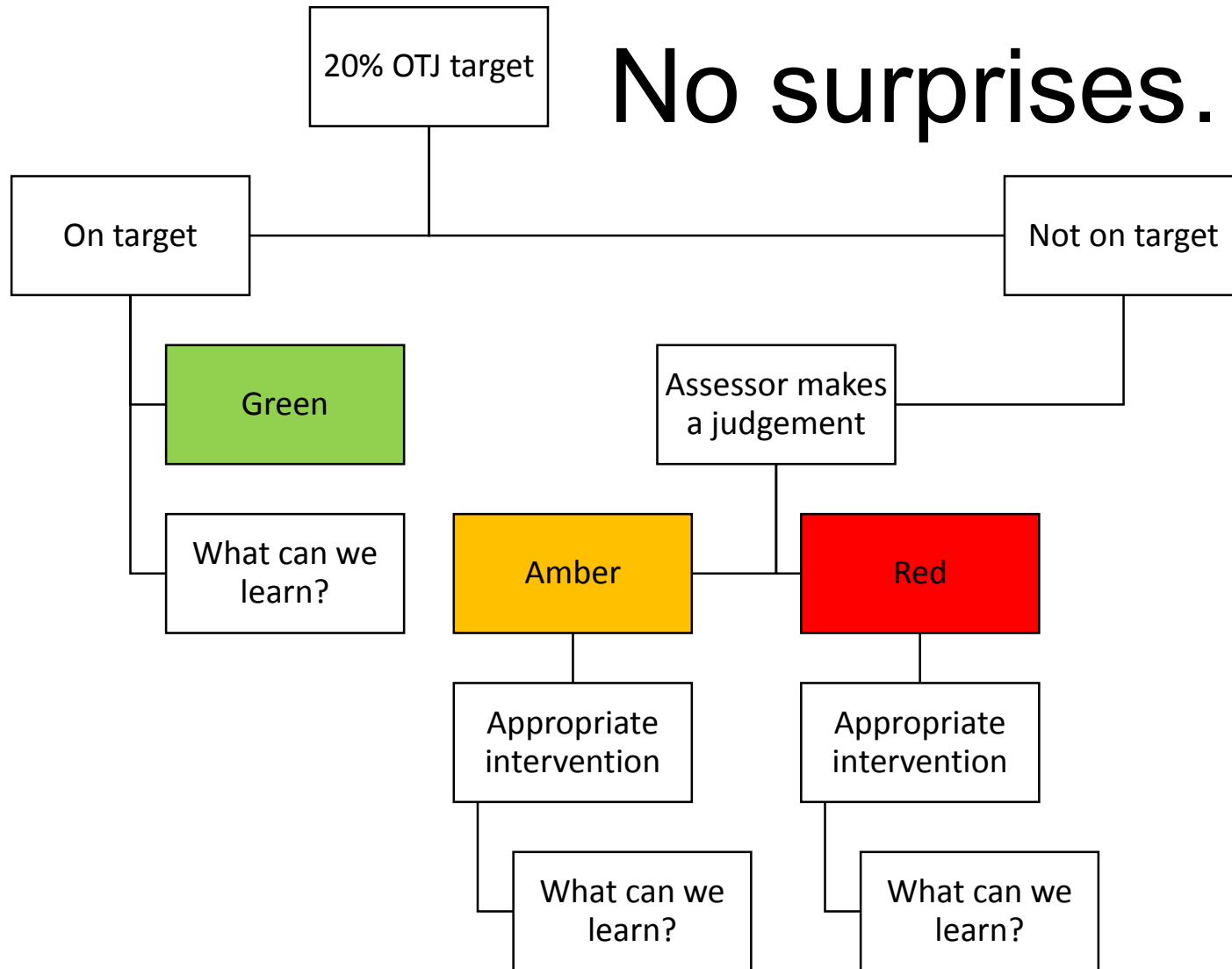
4: Tracking and monitoring

Day Release/Block Release	Total hours	210
<i>Example: attended University every Monday 15/09-16/07 excluding holidays (30 weeks). 7 hours per day.</i>		210
Meeting	Total	2
<i>Example: attended a meeting today with another department lead Sue Gunner, to understand how this aspect of the business operate. This informed my strategy assignment.</i>		2
Professional Discussion	Total	2
<i>Example: -thanks for making my airport stay go so fast. held a professional discussion with a colleague today around the wider knowledge of assignment three. 06/06/2018. Useful in preparation for End Point Assessment activity for Gateway one.</i>		2
Research	Total	7
<i>Example: spent my allocated day release day in Easter break 20/03/2018 researching against current business mapping project. Completed research for task one and two of activity one.</i>		7
Shadowing	Total	4
<i>Example: was able to shadow a partner company to understand more about our business partnership and how this increases our potential for brand recognition and revenue. Useful for task two of stakeholder assignment.</i>		4
Mentoring	Total	1
<i>Example: 19/04/2018 met with John (Mentor) to discuss assignment breakdown and tracking of 20%</i>		1
Assignment Completion	Total	4
<i>Example: spent the afternoon 15/06/2017 collating and completing tasks 1-4 of unit five.</i>		4
Other Activities	Total	14

Reflective questioning

- ☐ What process did you go through to produce this?
- ☐ Did you encounter any challenges?
- ☐ How did you solve them?
- ☐ What resources / support did you use?
- ☐ How could this have been improved?
- ☐ Identify one goal for next time

No surprises...



5: Evaluation & impact

Return / value must be from the perspective of the customer (employer / Apprentice)

Part of planning is negotiating what return is required and how this will be measured.

$$\text{ROI} = \frac{\text{Gain from learning} - \text{cost of learning}}{\text{cost of learning}}$$

In summary

- Planning is essential – be systematic
- 20% is a minimum
- Staff support and development
- Employer engagement and active involvement
- Apprentice – evidence of progress
- Evidence leadership
- Be creative about enrichment to add value
- Should this be an apprenticeship?

Future FA Webinars:

- Feb 15 **The top 10 things that employers want from degree and higher level apprenticeships**
- Mar 7 **Preparing apprentices for Gateway**
- Mar 15 **The top 10 things you need to know about Apprenticeships**
- Mar 21 **How to use the Learner Entry Tool**
- Mar 27 **Mentoring apprentices to improve retention**
- Mar 29 **Creative Learner Engagement**



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