

Future Apprenticeships Webinar: Putting policy into practice - Planning and evidencing the 20% Off the Job Training Questions and Answers

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Facilitated by:

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20% off the job training – Evidence

Q: What would be required in terms of evidence of the 20% on an e-portfolio? Just a learner /trainer log or actual evidence and sign off. Who would need to view it?

The ESFA does not stipulate what kind of evidence must be collected, but it could be in the form of registers, learning logs, timesheets or systems that record the learning. The detail of how off the job training will be quantified and delivered is held in the evidence pack and should be made available to us if we request this.

Q: Ideas about how to capture the 20% off the job training and recording this.

Whilst there is no set way to evidence and capture the 20% off the job training (which could include lectures, simulation exercises, and industry visits), it could be recorded by using registers, learning logs, timescales, or HR systems that record the learning. Additionally, elearning packages and VLEs may provide this evidence naturally. The ESFA is keen that evidence is naturally occurring and does not place a disproportionate admin burden upon the provider.

Q: I am interested to identify ways of carrying out the 20% off the job requirement without causing disruption to the employer and the apprentices normal job role.

The ESFA appreciates that the 20% off the job training may bring some initial disruption, due to the time away from the day-job; however, in the longer term, the new skills and knowledge that the apprentice brings back to the workplace will more than compensate. This is best achieved through planning with the employer and apprentice at the start of the programme to identify valuable off the job training opportunities.

Off the job training does not necessarily have to be off the employers premises. As long as the learning is new, relevant to the apprenticeship and not part of their normal day job this can be classed as off the job training.

Q: I work in a health and social care setting. Staff attend a handover at the beginning of their shift. Can we use this as part of the "off the job" as the individual is not working on the unit with residents. They are learning/updating in this time.

Off the job training is the development of new knowledge, skills, and behaviours that are directly relevant to the achievement of the apprenticeship. It is unlikely that the handover would lend itself to this.

If the apprentice were learning new, relevant skills in this time that could be permitted but we would need to understand more about the scenario.

Q: Does the 20 OTJT record need to be personalised to each apprenticeship or can it be for each programme

The off the job training record can and should be different for every learner and employer, depending on the learner's needs and the employer's wishes.

Q: Would a learner's timetable of attending an academy be enough evidence, if it totalled 20% off the job training? or does each specific area of delivery / units need to be broken down even more?

Yes, a learner's timetable would be evidence towards the 20% off the job training.

Q: Does the record of the 20% need to be included in portfolio?

Question not clear. If this is related to the portfolio given to the end-point assessment organisation, the answer is no – it should be in the evidence pack.

20% off the job training – what is valid and allowable

Q: Does 20% off the job solely relate to Standards or does it also apply to Frameworks?

20% off the job training applies to BOTH apprenticeship frameworks and standards.

Q: Please can you clarify if a professional discussion can be used as evidence? I didn't think it could but a city and guilds webinar said it could be.

Depends on what is being discussed.

Ultimately, if the professional discussion is relevant to the apprenticeship and the learner achieves new knowledge, skills and behaviours from that discussion then this could be used as part of the 20% off the job training.

Q: What about if they need the new skills to move into the next role?

An apprenticeship can be aspirational in terms of stretching the individual and/or helping the learner prepare for the next level. However, if a learner is not currently doing the job role this will be difficult. The apprentice would need to be exposed to off the job learning and on-the-job consolidation that allows for the development of new knowledge, skills, and behaviours. This must allow the apprentice to collect the evidence required in order to complete the apprenticeship. This type of programme will need to be very carefully planned so as not to

demoralise the learner. It must also fulfil the requirements of the ESFA's funding rules and provide the government with value for money.

Q: Do you mean that on the job training can't be used? If a person is at their desk and is being shown how to use a computer?

It must be clear what the new skill enables the learner to do. This means whether the on-the-job training provides the development of new skills, knowledge and behaviours relevant the achievement of the apprenticeship, or whether it enables the learner to carry out their normal working duties. It could do both but the provider and employer should both agree that this is the case, noting rule P31 which says:

P31. 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.

Q: Do you mean that on the job training can't be used? If a person is being shown how to frank a letter or use an IT package at their desk, can this be used?

Off the job training is learning that occurs outside of the normal working duties of the job. If franking a letter is part of their normal day job then this cannot be included in the off the job training. Off the job activities should be determined and agreed by both the provider and employer.

It must be clear what the new skill enables the learner to do. This means whether the on-the-job training provides the development of new skills, knowledge and behaviours relevant the achievement of the apprenticeship, or whether it enables the learner to carry out their normal working duties. It could do both but the provider and employer should both agree that this is the case.

Q: If a learner is work-shadowing other colleagues to make up some of their 20% OTJ learning, is there a limit on how much of the 20% can be gained from a learner work shadowing other colleagues?

If the work shadowing is relevant to the apprenticeship and contributes to the learner gaining the continued knowledge, skills and behaviours required for the apprenticeship then this is fine.

Q: Can Level 1 / 2 ICT be included on OTJ 20%

ICT level 1 or 2 can be included in off the job training if it contributes to the development of new skills, knowledge and behaviours required to achieve the apprenticeship.

Q: Does an assessor's review visit of circa 2 hours count towards the 20% 'off-the-job' training?

Progress reviews or on-programme assessment must not be counted as part of the 20% off the job training. This is because progress reviews, exams, and assessment are not about imparting new knowledge; they are about checking where an individual is against their

training plan (commitment statement). Progress reviews are however an eligible cost (see rule P79.3).

Q: We note PwC is launching a new model for a 4 year degree apprenticeship with three Universities; 3 years of learning at the University and a 'sandwich year' work placement in the third year. Whilst this might meet the 20% OFJ requirements, does it miss the point of what an apprenticeship should be (integrated learning and working), and do the funding rules allow for this model? As a leading university provider for degree apprenticeships, Manchester Metropolitan do not agree this is an apprenticeship, but instead an attempt to re-brand the old sandwich placements degrees as an apprenticeship for funding purposes, without properly integrating the learning and employment.

We would need more details of this programme before we could respond and comment further. However, you should bear in mind that the apprentice must be employed throughout, and the programme should not be funded from another source.

Q: What is the highest percentage of digital off-the-job learning you have come across so far - i.e. online modules etc. What is the highest level of online OJT you have seen, or that you know has been accepted by the ESFA?

We accept that on-line learning can be used for off the job training but only as part of a blended learning package approach. We do not stipulate a percentage that is allowed.

Q: Is workplace induction acceptable?

20% off the job training – Calculations

Only if the induction contained an educational element that contributed to the knowledge, skills and behaviours of the apprenticeship then this could be permitted. A tour of the building is unlikely to contribute to achieving the knowledge, skills and behaviours.

Q: Hi, could you tell me if the calculation of off the job training takes into account an apprentice's holiday?

An apprentice is an employee therefore the calculation must be based on their paid working hours, which will include annual leave and bank holidays.

Q: Do we know what calculation the EFSA auditors use? Whilst keeping holiday in the calculation gives a buffer I guess my question is is that buffer really needed?

An apprentice is an employee therefore the calculation must be based on their paid working hours, which will include annual leave and bank holidays.

The buffer is more about unexpected absence and ensuring that you are not taken by surprise when audited and you find records or attendance are not as expected.

The programme is designed to be flexible enough to accommodate exceptional or unplanned absences.

The auditors will be looking for evidence that the 20% was planned and delivered.

Q: Our ESFA Account Manager has advised that holiday/bank holidays cannot be deducted when calculating 20% therefore this could not be used for a 'buffer' - we understand the auditors are however permitting deduction of holiday/bank holidays - is there any clarity on this?

See above question.

Q: Does the OTJ hours have maximum:30 hours per week equates to 6 hours per week. If apprentice works 40 hours per week will the requirement be 8 hours per week or 6 (as the max)?

The 20% is based on paid hours per week and calculated against the whole duration of the apprenticeship. If you are delivering more hours per week then the duration can be reduced, but this must not fall below the minimum duration for an apprenticeship (12 months).

Q: Is the minimum 20% based on a 30 hours week rather than the hours the apprentice works - otherwise different apprentices will receive different amounts of training.

See above.

20% off the job training – English and Maths

Q: To clarify - Can learners who are undertaking a level 3 or above apprenticeship use 20% time to learn maths and/or english?

For learners on a level 3 apprenticeship or above who do not have a level 2 in English and maths, we will fund this learning separately and therefore this must not be included in the 20% off-the-job training. If the apprenticeship states that a level 3 English and maths is required then this can be included in off-the-job training (although not many apprenticeships specify this).

Q: When you say English and maths can be included in the 20% OTJ at Level 3, what do you mean by Level 3? I didn't think there was a Level 3 Functional Skills

There is no level 3 Functional Skills, we mean a level 3 qualification in English and maths (an AS or A-level equivalent for instance). For more information on qualification levels please refer to [GOV.UK](https://www.gov.uk). If the apprenticeship required a level 3 in English and maths then this can be included in off-the-job training. For learners on a level 3 apprenticeship or above who do not have a level 2 in English and maths this will be funded separately and must not be included in the 20% off-the-job training.

Q: Does he mean a level 2 functional skill and a level 3 functional skill or does he mean that in a level 3 apprenticeship the level 2 maths and english is allowable in the 20%

Government policy is that everyone should have a basic level of English and maths, so we will fund English and maths up to a level 2 for a learner who does not currently hold this level.

Apprentices undertaking a level 3 apprenticeship or above can be funded for an English and maths level 2 if they don't already have this, but it cannot be delivered as part of off the job training.

Q: What do you mean by English & maths at Level 3?

Learners on level 3 apprenticeships or above who do not have a level 2 in English and maths will be funded separately and this must not be included in the 20% off-the-job training.

If the apprenticeship requires level 3 English and maths then this can be included in off-the-job training.

Q: Taken from the Apprenticeship off-the-job training

Policy background and examples English and maths

Apprenticeships are designed to have sufficient stretch to require 20% off-the-job training. They are designed on the basis that an apprentice already has the required levels of English and maths and therefore training for English and maths must be on top of the 20% off-the-job training requirement.

20% off the job training – Good/Bad Practice

Q: Is there somewhere we can share good practice and see these examples (good and bad!)?

The DfE produced a guidance document for off the Job training which contains worked examples, this can be found on [GOV.UK](https://www.gov.uk).

[FE Connect](#) allows providers to connect online, talk to colleagues about funding and data issues, and help one another resolve issues.

Q: Is there any best practice of the level of detail that ESFA would expect to see for the 20%. If there are good and poor examples, I think it would help providers to see what level of detail is required.

The ESFA does not stipulate what level of detail is required; it can be very detailed but does not need to be. Off the job training should be quantified and evidenced.

Q: What power does the training provider have if the employer will not agree to the 20% off the job training, or constantly underdelivers?

The provider and employer must both agree the plan for off the job delivery. The 20% off the job training is a key element of the apprenticeship and should meet the employer's needs.. If the employer cannot commit to off the job training then it is not appropriate and other options should be considered. Where this occurs during a programme we would expect both parties to try reach a resolution and the provider can consider using a break in learning or restructuring the delivery if the issue is down to a peak in workload.

Q: Are there any examples or guides for when you have an apprentice who is working part-time? Both impact on the duration of the apprenticeship and also the 20% off the job?

The minimum duration does not affect the minimum percentage of off-the-job training. An apprentice working part-time would have their minimum duration extended. The minimum duration is 12 months based on 30 hours per week, therefore if an apprentice works 20 hours per week the minimum duration would be extended to 18 months. However, the minimum expected amount of off-the-job training would remain at 20% whether the apprenticeship duration 12, 18 or 24 months. The ESFA stipulates that the apprentice must work enough hours each week to successfully undertake and achieve an apprenticeship.

Q: Are there any examples for those working in the care sector \ unsociable hours etc..??

The funding rules on off the job training are the same regardless of sector and working hours. In these circumstances, distance learning may be an effective tool.

Q: Could you share more examples of templates etc?

The ESFA does not provide templates.

AELP will continue to support its members as a stakeholder representing you where it is appropriate and right. The areas we are invested in are the key elements of Apprenticeship policy, funding, delivery, planning and operational impact. AELP will share thought leadership, policy updates and links to materials that may be useful to our members. Please continue to stay in touch with our website, publications and events that offer this support.

Q: Our main problem area is delivering Health and social care at level 3...as these are staff already working for us....we need help on achieving the 20% off the job any ideas??

Not all existing staff will require an apprenticeship – an individual must be able to benefit from and gain new skills, knowledge and behaviours from a 12-month training programme. If the answer is no then they should not be on an apprenticeship programme. The provider and employer must agree on how to achieve the 20% off the job training but this could take the form of work shadowing, special training days, workshops, and industry visits.

Q: Does anyone have any advice for 20% OTJ with domiciliary care apprentices?

The provider and employer must agree this but it could take the form of work shadowing, special training days, workshops, and industry visits etc.

20% off the job training – Process

Q: Why do we need parent authorisation when the employer is signing to confirm the 20% off the job when the parent has no impact in the decision of the employer?

This funding rule is currently under review.

Q: Will HEFCE/QAA have a different approach/focus to Ofsted?

For apprenticeships at level 6 and above, HEFCE will judge the quality of training rather than Ofsted. They will observe and request evidence for off the job training and make a judgement accordingly.

Q: There was mention of the 16-hour funding rule having been relaxed recently. Where can I find reference to the relaxation of the 16-hour rule?

The 17/18 funding rules no longer include 16 hours to be a minimum. However, the apprentice must work sufficient hours so that they can undertake and achieve the apprenticeship including on and off the job training. If the apprentice works less than 30 hours per week then the duration of apprenticeship must be extended.

Q: Is the ongoing monitoring of 20% OTJ auditable by ESFA? Understand that the plan is but what about the ongoing diary/log?

At the time of audit, the ESFA will check that the planned delivery of the off the job training described in the commitment statement has taken place or is taking place.

Q: Have you come across an idea to cover the 20% for work based learners rather than true apprentices where perhaps day release or spending alot of time with managers/mentors isn't really an option?

All apprentices are work-based learners. Off-the-job training does not have to be off-site; it can be delivered at the employer's premises. It is the activity rather than the location that is important: this could include writing assignments, industry visits, simulation exercises, or lectures.

Other

Q: What date is the AELP conference?

A: AELP Spring Conference is Wed 28 Feb, Coventry - <http://www.aelpspringconference.org.uk>

Association of Employment and Learning Providers

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