

“

One voice,

representing members' views,
making a difference



20% Off The Job and Prior Learning Making it work for you

Facilitators: Stewart Segal and Simon Ashworth

15 January 2019
10.30am – 11.30am



aelp.org.uk



[@AELPUK](https://twitter.com/AELPUK)



[AELP](https://www.linkedin.com/company/aelp)

Agenda

- 20% Off-the-Job Training Policy
- ESF guidance
- Evidence and monitoring
- Prior Learning
- Practical solutions and actions
- Discussion and Q&A



Reform Principles

- Employer control and choice
 - Training content
 - Quality
 - Outcomes
 - Funding
- BUT – include the apprentice voice and input
- Simplification
- Flexibility of delivery models – qualifications?
- Market forces



Definitions

- Off-the-job training is defined as training for the purpose of achieving their apprenticeship.
- Must be in paid hours.
- Not training for the sole purpose of performing the work.
- Can include training that is delivered at the apprentice's normal place of work.
- It is up to the employer and provider to decide at what point the training is best delivered.



It's Not.....

Off-the-job training does not include:

- English and maths (up to level 2) which is funded separately (paragraphs 100 to 108)
- Progress reviews or on-programme assessment required for an apprenticeship framework or standard
- Training which takes place outside the apprentice's paid working hours



ESFA Policy Background

- To provide clarification, off-the-job training is an essential part of an apprenticeship and must take place during employed time. If, by exception, training takes place outside of contracted hours, this should be recognised (for example, through time off in lieu).



20% OFTJ Activities

Classroom Training

On-Line training

Coaching

Performing new elements of the job

Meetings

Assessment

Reading

Testing

Assignments

Research

Mentoring

Job related projects

Conferences

In work placements

Industry visits

Induction

Contextualised literacy and numeracy



AELP Guidance

- When someone is in a new job or in a job where there is significant training required to be fully productive then even doing ‘normal’ tasks to get up to speed can feel like “training”. Where this training also teaches the knowledge, skills and/or behaviours required by the apprenticeship it can be included as off-the-job training. However, training that is only required for the job and not relevant to the apprenticeship cannot be included.
- NewCo have been working with apprentices for a number of years where the performance of working tasks are very much part of the training package. Activities such as these would be recorded as part of the apprentice’s record.



Making OTJT Positive - Involve the Apprentice

- Gives the apprentice a voice in the planning of training
- Ensure apprentice is supported at work – some work experiences are OTJT
- Apprentice understanding of the difference between off and on the job training
- Self monitoring of OTJT
- Apprentice sign off at the end of the programme



Positives of 20% OTJT

- Barrier to entry
- Especially for employers
- Reinforces the need for employers to provide opportunities for OTJT
- Encourages employer involvement



Calculating OTJ - Paid hours

- Does not includes contractual holidays.
- Exclude all paid holidays including bank holidays. Standard 5.6 weeks.
- In Standards duration of OTJT is up to the EPA gateway
- New guidance – working week assumed to be 30 hours
- Do you include overtime in the calculation?
- Can apprentices do work towards their standards outside of working hours?
- OTJT does not count after gateway



OTJT and the ILR

- New requirement to include the OTJT PLANNED hours in the ILR
- Input the TOTAL OTJT across the complete programme up to gateway for standards and end date for frameworks
- New starts only?
- Introduction of actual hours in 20/21?
- Evidence requirements do not change



Myth Buster

- Apprenticeships are about upskilling an individual. Reaching occupational competency takes time. Many employers and apprentices have praised the positive effect off-the-job training has on their productivity and apprentices feel valued by the significant investment in their training.
- Off-the-job training must be away from the apprentice's normal working duties and must teach new knowledge, skills and behaviours relevant to their specific apprenticeship.
- It can be delivered flexibly, for example, as a part of each day, one day per week, one week out of five or as block release. You may already have existing training programmes or materials you can use to deliver elements of the apprentice's off-the-job training.

Myth Buster

OTJT must be delivered off site and in a classroom

- This is not true. Off-the-job training can be delivered in a flexible way. This can be at the apprentice's usual place of work, or at an external location. It can include for example, the teaching of theory, practical training and writing assignments.
- Providers have developed a range of delivery styles to suit employer and apprentice needs. Employers should work with them to decide when and where off-the-job training should take place and who is best placed to deliver it.

Myth Buster

You have to track every bit of OTJT

- The apprentice's evidence pack needs to demonstrate what training has been delivered against the commitment statement.

English and maths

- Apprenticeships are about developing occupational competency and they are designed on the basis that the apprentice already has the required level (level 2) of English and maths.

OTJT can be done in an apprentice's own time

- all off-the-job training must take place within the apprentice's paid contracted hours. If planned off-the-job training is unable to take place, it must be rearranged.
- Apprentices may choose to spend additional time training outside paid hours, but this must not be required to complete the apprenticeship.

Monitoring 20% OTJT

- Establishing an initial programme specifying OTJT
- Estimating OTJT at the end of the programme
- Apprentice and employer monitoring
- Trainer/assessor monitoring
- Timesheets
- Sign off
- ESFA/Ofsted audit?

[ApprenticeshipsVerified](#)
account @Apprenticeships 3h3 hours ago

EMPLOYERS: there is no need to document all of the off the job training undertaken by an [#apprentice](#) - your commitment statement & an [#apprentices](#) evidence pack covers this. Find out the facts:



Activity		Example 1 Hours	Example hours / comments
Lectures		7	One workshop per month
Role playing			
Simulation exercises			
Online learning		2	30 mins per week Hours spent completing online learning at weekend & outside of the learner's paid working hours does not count
Shadowing		2	30 mins per week
Mentoring		2	30 mins per week
Industry visits / Conferences		2	30 mins per week
Writing assessments / assignments		4	1 hour per week
Practical training / Training in the workplace directly relevant to the standard (Eg: IT training, soft skills)		2	30 mins per week
Numeracy and literacy training required to perform the job		4	1 hour per week
Preparing for professional discussion		2	30 mins per week
Gathering evidence for portfolio of evidence		2	30 mins per week
Total hours	28	29	

Ofsted Policy

- Leaders say 20% OTJT is not a quality measure
- Focus should be on overall progression and learning
- Focus on outcomes not outputs
- Focus on initial assessment
- But 'Lazy' inspectors revert to rules and measurement
- Reports talk about an 'entitlement' to OTJT – based on 30 hours?



Good Practice - Ofsted

- Have you identified where there are opportunities to link on- and off-the-job training?
- Do you routinely talk to the employer about the learning plan including on and off the job?
- Do you and the employer discuss how the knowledge and skills learned away from work can be practiced and improved?
- Are your ILP and progress reviews sufficiently detailed to help an employer plan relevant OTJ activities at work?
- Do learners have the confidence and ability to discuss with their employer, and with you, what their priorities are?
- Do you get the employer to contribute to the planning process?
- Is there a logical sequence to the learning plan including on and off job?
- Are you able to adapt and respond as circumstances change?



Ofsted Reports

*they have not made **adequate arrangements to secure** apprentices' full entitlement to off-the-job training. Although managers enjoy productive relationships with employers and contracts state their expectations clearly, employers find it **difficult to release** apprentices from the workplace. As a result, apprentices **do not complete enough** off-the-job training. Most of the training they complete **in their own time** and not during their working hours as required*



Prior Learning

- Reinforces that Initial assessment is key
- 20% must take into account any prior learning and therefore change in duration – must remain more than 12 months
- 'You must account for prior learning when negotiating a price. You must reduce the content, duration and price where the individual has PL'
- Must be assessed 'before starting the apprenticeship'
- You must 'quantify the amount the funding will be reduced by'
- Includes work experience, prior education and training and previous apprenticeships
- No guidance on how this is calculated
- Ofsted are interested in how providers take into account PL
- Ofsted are mentioning PL in more and more reports including involvement of Governors/Directors

Prior Learning

- Develop a policy and set out your principles
- Ofsted are interested in how providers take into account PL
- Ofsted are mentioning PL in more and more reports including involvement of Governors/Directors
- PL can be a positive

Prior Learning - Policy

- Not all apprentices are the same – some need more time and cost
- Some PL needs updating
- Some PL may just be OK and not at 'distinction' standard
- Some PL needs to be embedded in new working practices
- Some employers may disagree with the views about PL

5 Steps for planning OTJT and PL

- Draft a policy statement – definitions and calculation policy for OTJT and PL
- Review delivery model and develop a clear process document
- Establish what evidence will be collected
- Get employer and apprentice agreement
- Ensure full sign off at the end of the apprenticeship



'Model' Policy

- Trying skills for the first time (even when they are part of the ongoing job) can be OTJT where the external assessor/trainer or the employer's management has briefed the apprentice on these tasks, reviews the performance of the task and gives feedback.
- English and math's teaching where it is about the numeracy and literacy skills the apprentice needs for their job.
- Ongoing progress reviews where there is coaching, mentoring and teaching as well as providing feedback on performance.
- Induction can be included provided that there is an '*educational element*' within the induction which supports the standard.



“

One voice,

representing members' views,
making a difference



Discussions and Questions



aelp.org.uk



@AELPUK



AELP